



Guide to the Curriculum

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This guide provides both general and specific information about the NMH curriculum, the requirements for graduation, and detailed course descriptions in each discipline. This information will be useful as you select your courses for the coming year.

What you will find in the
Guide to the Curriculum:

- key features of the overall curriculum
- a section explaining credits and graduation requirements
- lists of major courses, physical education classes and athletic teams, and examples of cocurricular and extracurricular courses

This guide is also available online at
www.nmhschool.org/curriculum

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MISSION STATEMENT

Education of the Head, the Heart, and the Hand

Northfield Mount Hermon School prepares its students for college and for life. The school serves young people with good minds and high aims, from all cultures, races, and means. In all areas of life at the school, the faculty sets high standards and holds students accountable, leading them to aspirations and achievements that exceed their previous expectations and accomplishments. Here students find individual care and support in a community that promotes academic excellence.

Northfield Mount Hermon educates the Head, the Heart, and the Hand. Its curriculum is broad, deep, and inclusive, and challenges students to know and value the life of the mind. All students participate equally in the daily work of the school so that they may cultivate a respect for the dignity of labor and service to the community, both within and beyond the school. Northfield Mount Hermon values spiritual life and growth, and encourages in each student the desire to live with purpose and to make a difference in the world.

THE CURRICULUM

To meet the demands of education in the 21st century, NMH provides an innovative and challenging curriculum. The following is a summary of highlights.

HUMANITIES COURSES

Our humanities courses integrate the study of English, history, and religious studies within the context of one or two class periods so that students learn to synthesize different bodies of knowledge and to apply varied perspectives in their inquiry. Two teachers (each from one of the disciplines) share approximately 30 students and plan the course work collaboratively. Students take a two-credit core program in each of the first two grades.

NINTH GRADERS: English and religious studies

SOPHOMORES: International perspectives—world history and world religion (world literature taught separately)

At the junior and senior levels, students may choose courses from the broad spectrum of humanities options described on pages 15–24.

MAJOR COURSES

Major courses are primary academic courses with a significant homework component. They are scheduled in periods lasting from 75 to 125 minutes, depending on the course. Full-credit courses are yearlong equivalents that meet within a semester model, while half-credit courses are the equivalent of a half-year of study. Students take either three full-credit or two full-credit and two half-credit courses each semester for a total of six credits per year.

THE STUDENT LIFE CURRICULUM

The student life curriculum represents our continuing commitment to providing students with a comprehensive learning environment, one that encourages them to reach their full potential in nonacademic as well as academic pursuits. In order to do so, that environment must recognize students' individuality, allow choice in school life, and encourage respectful relationships among all members of our educational community. It is essential that the residential and social aspects of life at NMH contribute significantly to each student's intellectual and personal growth and well-being.

Through house-centered sessions and school meetings, the student life curriculum provides a formal setting for discussions. Students meet with faculty and professional staff to explore topics essential to the development of healthy adolescents and a healthy community. Through the day-to-day work of the house staff and other faculty, the program emphasizes personal support, accountability, recreation, service, leadership, community building, and spiritual development.

THE WORK PROGRAM

A student work program has been an essential aspect of the curricula of the Northfield and Mount Hermon schools since their founding by the American evangelist Dwight Lyman Moody (1837–1899). An early version of the *Mount Hermon School Catalogue* underscores Moody's interest in character development, as the work program was intended to "form habits of industry, and to inculcate right views of manual labor." Moreover, conditions in the schools' formative years meant that self-sufficiency, while virtuous, was also a necessity in the production of essential services.

Along with instilling respect for various types of labor, the work program is designed to help students develop practical skills and constructive behaviors for both personal and vocational enhancement. It is also viewed as the primary pedagogical tool for emphasizing the value of self-reliance and service to one's community. This program—still critical to school operation—adds to the distinctive quality of an NMH education. Indeed, our students continue to provide significant work for the school's essential services, including the dining, custodial, administrative, academic, and technological departments. Through supervisory coaching and graded evaluation of performance in every work context, the program dovetails with the student life curriculum in providing students with myriad opportunities for personal support, leadership, and accountability.

TECHNOLOGY AS A TOOL FOR LEARNING

Northfield Mount Hermon prepares students for their futures by giving them access to technology today. Our students become proficient with computers as learning and research tools, and as they navigate the school's network or the Internet, they also develop analytical skills.

Across the curriculum, teachers and students employ a variety of different technologies to enhance learning both in and beyond the classroom.

As a learning tool, technology yields quick and effective feedback,—from the teacher, from other students, or from the technology itself. Seeing immediately the results of varying a parameter in an equation can make it easier to understand how a function behaves, and hearing a piece of music or listening to oneself speaking a new language makes it easier to make corrections. Word processing helps students improve the quality of their writing by making it easier to revise work and allowing them to make connections and see patterns more quickly.

INTERNATIONAL EDUCATION

Northfield Mount Hermon commits itself to developing cross-cultural competency in each student. We recognize that the world we live in is increasingly interconnected and that effective citizens will need crosscultural skills and knowledge to function effectively in it. Our internationally diverse student body and teaching faculty and staff, led by the Center for International Education, guarantee a program that creates a global climate on campus. In addition, students may elect to participate in study/travel experiences in several off-campus sites around the world (see page 24).

THE NMH LIBRARY
AND INFORMATION LITERACY

The ability to access, retrieve, evaluate, synthesize, and present information is an essential skill for lifelong learners. Conducting effective research using a variety of formats as well as using material ethically and appropriately are important components of information literacy in the 21st century.

The NMH Library provides people and resources, both physically and virtually, to support and promote information literacy and the educational program of the school. Schauffler Library also serves as a crossroads where the academic and community aspects of the school merge.

The NMH Library provides extensive resources in a variety of formats, including online databases and the Internet. A collection of approximately 70,000 items is housed in open- and closed-stack facilities. Librarians, working with individual students, as well as class groups in collaboration with other faculty, teach information literacy skills. Students learn to navigate the research process from gathering information, determining authority of sources, and employing responsible citations, to synthesizing and reporting results via print and electronic means. Schauffler Library's "Information Commons" provides concentrated access to academic technology tools and support for students and teachers.

NMH librarians develop collections, programs, and services necessary for a strong academic program as well as encouragement of leisure reading and provision for cultural enrichment.

For more information about the NMH Library System program and "The Reading Room," the library interactive blog, see www.nmhschool.org/nmhlibrary/.

ADVISING AT NMH

At Northfield Mount Hermon every student has an advisor, known as a DL (a reference to our founder, Dwight Lyman Moody). DLs provide support and advice to their advisees. The DL is available to help the student make choices, navigate difficulties, and grow in a healthy way. One of the primary responsibilities of DLs is to oversee the course selection process for their advisees.

REGISTERING FOR COURSES

Returning students work with DLs early in the spring semester to plan an appropriate schedule for the following year. Students fill out course request sheets and complete any necessary applications for AP courses in April.

New students complete and return the course registration sheets and questionnaires enclosed in the enrollment packet to the office of student services and the director of studies. Decisions on course placement and housing require careful consideration, so it is essential that completed paperwork reach NMH as soon as possible.

REQUIREMENTS AND CREDITS

Graduation from Northfield Mount Hermon involves fulfilling both academic and nonacademic requirements. Effective planning of an academic program necessitates an understanding of all requirements, including the school's credit system. To this end, students work closely with their advisors on long-range planning and specific course selection.

The Northfield Mount Hermon school year is divided into two semesters. NMH students must be in residence throughout their career at the school; exceptions will be made for students participating in programs sponsored or approved by the school. Seniors are required to be enrolled for the entire school year even though they may have fulfilled subject graduation requirements before the spring semester.

GRADUATION REQUIREMENTS

Graduation requirements are summarized in an overview on page 9, but the following is the official statement of these requirements.

A. Credit Requirements

minimum total credits earned	22
minimum credits passed senior year at NMH	5
credits attempted per year at NMH	6
credits attempted in each semester at NMH	3

B. Subject Requirements

It is important to distinguish between absolute graduation requirements and specific grade-level requirements. A graduation requirement (e.g., Algebra II) is one that is required of all students, regardless of how many years they are enrolled at NMH. A grade-level requirement (e.g., Humanities II) is required only of those students who are at NMH for that grade.

1. English A student must earn at least four credits in English and take at least one full-credit English course per year.

2. English as a Second Language New students whose first language is not English attend a required orientation to academic life at NMH in the fall they enroll. During this orientation their English language proficiency is assessed and they are placed in either ESL or English classes. Their placement in ESL or English determines which graduation requirements need to be met and when. ESL students must pass a minimum of one major course in non-ESL English at the 400 level (senior English).

3. Mathematics A student must pass Algebra I, Geometry, and Algebra II.

4. World Languages The graduation requirement is the successful completion of a second-level course. Students whose native language is not English have fulfilled the NMH foreign language requirement provided they have successfully completed at least one year of formal study of their own language at the secondary school level. Students whose English skills require enrollment in our ESL program are exempt from the NMH foreign language requirement.

5. Science The graduation requirement is one credit in biology, and two credits in lab science (one of which may be biology).

6. History and Social Science The graduation requirement is two credits, one of which must be in US history; one-half credit may be in social science. A ninth-grade US history course taken prior to arriving at NMH does not satisfy the US history requirement.

7. Religious Studies Students must complete requirements as follows:

- a. four-year students must earn two credits; two full-credit courses are included in the required Humanities I and II programs. Additional religious studies electives may be taken during the junior and/or senior years.
- b. three-year students must earn one and one-half credits; entering sophomores take one full-credit religious studies course as part of the required Humanities II program. The remaining half-credit course must be taken as an elective during the junior or senior year.
- c. two-year students must earn one credit; students entering as juniors fulfill the prescribed credit requirement with elective courses.
- d. one-year students must earn one-half credit; entering seniors and postgraduates fulfill the prescribed credit requirement with elective courses.

8. The Arts: Art, Music, Theater, and Dance Students must complete requirements as follows:

- a. four-year students take the ninth-grade Arts Foundations course; in addition, they must take one half-credit major course or two cocurricular courses in the arts.
- b. three-year students must take two half-credit major courses or one half-credit major course plus one cocurricular course in the arts.
- c. two-year students must take one half-credit major course in the arts.
- d. one-year students must take one half-credit major course or one cocurricular course in the arts.

9. Physical Education and Athletics (PE/A) PE/A requirements are detailed on page 36. *Students must earn a passing grade in all but one term of participation and must pass the spring term of the senior year.* Grades for PE/A classes are determined by

skill, knowledge, attitude, and attendance. Students who are members of a performing dance company or who take dance classes fulfill their physical education obligation for the terms during which they are enrolled in those programs. Participation in the outdoor education program satisfies the physical education requirement for juniors, seniors, and postgraduates for those terms during which they are enrolled.

C. Cocurricular Requirement

The cocurricular requirement supports student involvement beyond the challenges of their major academic courses. Most qualifying activities fall into five broad categories:

- athletics and outdoor education
- performing and visual arts activities
- outreach activities
- significant school leadership opportunities
- activities which represent the school.

Participation requirements are specific to the student's grade level, as described below. Students can meet the requirement in a term either by taking one full cocurricular activity or two half cocurricular activities (see list on pages 40–41). Students may opt to participate in more activities as their interests and schedules allow.

For **ninth- and tenth-grade students**: In each of the three terms students will meet the cocurricular requirement, choosing an athletic team commitment in at least one of the three terms.

For **11th-grade, 12th-grade and postgraduate students**: In two out of the three terms, students will meet the cocurricular requirement, choosing an athletic team commitment in at least one of the two terms.

D. Work Program Requirement

Students must participate in the program and fulfill a work requirement with a passing grade each term they are in residence at NMH. Work program supervisors rely on the grading system described on page 6 for the evaluation of a student's attitude, dependability, performance, and punctuality at the job site. For example, students merit a grade of "satisfactory" when they are rarely absent or late and perform tasks adequately with minimal supervision. However, a student who receives a grade of "unsatisfactory" for any semester, including spring semester of the senior year, must correct this deficiency in accordance with the conditions listed in a current version of the *Work Program Guidelines*.

CREDITS

A. Academic Credit

A full-credit course is equivalent to a year's work in a traditional system and earns one academic credit. Some courses are half-year equivalents that are completed in one semester and earn one half credit. Students take courses totaling three credits each semester.

B. Prior Credits

The registrar evaluates previously earned high school credits according to the system described in “B” above. In sequential disciplines such as mathematics, language, and the fine arts, credit for previous courses will be reviewed by department for placement.

SPECIAL PROGRAMS AT NMH

A. NMH Summer Session

NMH Summer Session offers academic courses, many of which are full-year equivalents and earn one NMH credit.

B. International Studies

NMH is committed to having our students understand a variety of world cultures. To that end, international programs are a very important part of the NMH curriculum. The Center for International Education oversees programs that travel to China, Costa Rica, France, Germany, Greece, Ireland, Italy, New Zealand, Turkey, and Uruguay. All of these programs are available on a competitive basis to students who have been in residence at NMH for more than one year. Each program is not offered every year. The Center for International Education posts specific program availability in late February or early March. More detailed descriptions about the programs are available on page 25. The Center for International Education also oversees the special option of the Humanities II curriculum, which travels to either Brazil or South Africa. This special Humanities II option is available to new and returning students and is described on page 15.

C. Apprenticeships

An apprenticeship is defined as an off-campus work experience monitored and evaluated by an on-site mentor, and it involves a reporting (i.e., writing) component that is evaluated by an NMH faculty advisor (the “off-site” mentor).

An apprenticeship is possible in the spring semester of the senior year and may earn academic credit depending on the nature of the project and the time commitment. A full-time apprenticeship requires 40 hours per week and earns three academic credits. Students on full-time apprenticeships do not live on campus during the apprenticeship but must pay full tuition, room, and board for the semester they are away. They are expected to pay for any expenses, including transportation, housing, and meals, associated with the apprenticeship. The application for a full-time apprenticeship must be completed and approved before the end of the spring semester of the year preceding the proposed apprenticeship. One-year seniors and postgraduates are not eligible for full-time apprenticeships.

Final approval for an apprenticeship proposal by the director of studies is contingent upon three factors: first, the securing

of a faculty advisor with expertise related to the apprenticeship; second, the successful completion of an application packet by the specified deadline; third, the construction of a syllabus in which the student specifies the academic work to be completed during the apprenticeship.

D. Off-Campus Study

On rare occasions, students wish or need to complete academic work for credit outside the parameters of NMH Summer Session, international studies, or apprenticeship programs.

If a student is considering such an endeavor, certain requirements must be met. Applications may be requested from the Office of Student Services. A proposal must be submitted in writing to the Director of Studies. This proposal must include detailed plans for completing all graduation requirements and a complete description of the program or curriculum. If the plan includes enrollment in a formal program, appropriate documentation should be included. The parents must submit a statement of approval acknowledging possible implications for the college application and acceptance process. If the student is seeking NMH credit, the approval of the appropriate department chair(s) is required. The completed application must be submitted to the Director of Studies for approval during the academic year preceding the one in which off-campus study is planned. Families should be aware that the school requires the payment of NMH tuition while a student is away from campus during part of the academic year.

ACADEMIC ASSESSMENT

A. Grading

Major courses and the tenth-grade seminar are graded on a 4.0 scale in which the grades A+ through D- are passing and F is failing. An “incomplete” may be given at any marking period if a medically documented illness prevents a student from completing the work of a course. All incompletes must be made up by the dates specified on the school calendar. Grades for cocurricular courses, work jobs, physical education, athletics, and apprenticeships are:

- O Outstanding
- VG Very Good
- S Satisfactory
- NI Needs Improvement
- U Unsatisfactory (failing)

Effort grades, which always accompany academic, PE/A, work, and cocurricular course grades, reflect the student’s preparation for and involvement in class. Effort grades are:

- 1 Outstanding
- 2 Very Good
- 3 Satisfactory
- 4 Needs Improvement
- 5 Unsatisfactory

B. Grades

Grades and comments for all credit-bearing courses are available online for students and parents at midsemester and at the end of each semester. Grades for cocurricular courses, the sophomore health course, sports, and PE classes are available online at the end of each semester.

C. Academic Honors

Published at the end of each semester, the Honor Roll lists those students who have achieved honors and high honors as determined by their grades that semester. Specific grade criteria for honors and high honors are listed in the NMH handbook.

At the end of each year, students who have earned high honors in both semesters will be named to the Head's List. Students who have earned honors or a combination of honors and high honors in both semesters will be named to the Dean's List.

Academic High Honors: No grade less than A-

Academic Honors: Average of B+ with no grade less than B

D. Effort Honors

In recognition of the value of hard, consistent work, we publish an effort honor roll that lists students whose effort grades are consistently commendable in all academic, physical education, minor courses, and work assignments. Specific grade criteria for commendable and highly commendable effort honors grades are listed in the NMH handbook.

At the end of each year, students who have earned commendable effort honors in both semesters will be named to the Moody Effort Award list.

E. Cum Laude Society

Seniors may be elected to the Northfield Mount Hermon chapter of the Cum Laude Society on the basis of the academic record of their junior and senior years. Postgraduate students are not eligible for election but may be chosen by the society for special recognition.

STATEMENT OF POLICIES

A. Course Placement

Course placement depends upon prerequisites, grade level, length of time at the school, achievement in previous course work, scheduling and staffing limitations, and in most cases, a screening process that may include placement exams within the discipline. For these reasons, a student must register for three alternatives in elective courses. When selecting courses, a student should give serious consideration to second and third choices. Neither during the admission process nor at any time thereafter can the school guarantee that a student will be placed in a specific course, including an advanced placement (AP) course or an elective. Occasionally, a course may be canceled because of insufficient enrollment or lack of an available teacher.

Advanced placement courses are an important component of the Northfield Mount Hermon curriculum and are available to qualified students in many disciplines. Enrollment is limited and highly competitive, and students must apply for places. Candidates are evaluated on the basis of previous academic performance, teacher recommendations, the student's transcript, and, where appropriate, performance on SATs. Some courses may require additional assessments when teacher recommendation is impossible.

B. Course Loads and Time Commitments

Each full credit course meets from 5.5–7.5 hours a week. Half-credit courses meet for half that time. Homework expectations will vary depending on course and level placement. While a student's preparation, ability, and motivation level will impact the amount of time he or she may spend doing work outside of class, the following are NMH's general homework guidelines: 45 minutes of homework per class for all 100-level courses, 60–75 minutes of homework per class for all 200-, 300- and 400-level courses, 75 minutes of homework per class for all honors courses, and 90 minutes of homework per class for advanced placement, 500- and 600-level courses.

C. Repetition of Courses

A student may, with approval, repeat a course that has already been passed. The student must fulfill all of the course requirements. The course is recorded on the transcript as a "repeat" and a grade is given, but no additional credit is allowed. A student who, by virtue of placement, repeats a graduation requirement that has been completed elsewhere (e.g., Algebra II, second year of a foreign language) forfeits previously earned credit and must complete the graduation requirement at NMH.

D. Independent Study

Northfield Mount Hermon does not routinely offer an option of independent study. There are, however, several circumstances when independent study projects will be considered for approval. In the event that an advanced-level course is under enrolled, a department chair may propose that an independent study course be developed and taught to those students who qualify for such a course. Approval will be determined by the dean of the faculty and the director of studies. In rare circumstances, students may also propose an independent study on a topic of interest not covered within the scope of our curriculum. Proposals must be developed with a faculty project advisor. The proposal must have written approval of the student's DL and of the appropriate department chair. Final approval is determined by the director of studies. Applications for an independent study are available in the director of studies office in Holbrook Hall. The proposal must be submitted by interim of the preceding semester for consideration. Finally, independent study is also available in physical education and athletics. The protocol for this can be found on page 37.

E. Credit by Examination

Under certain circumstances, students may obtain credit in mathematics or a language by successfully passing a special exam. A grade is not given, although credit is shown on the transcript. This policy is designed primarily to enable students to advance outside the limits and demands of formal classes. On occasion, an exam may also be taken to make up a previous failure. In these cases, the original grade for the course remains on the transcript, but credit by examination is also shown.

F. Summer Study

Students may earn an unlimited number of credits toward graduation through summer study, but no more than one credit may be applied to meet the graduation requirement in any one subject area. No more than one credit can be applied for study in any one summer. Courses to be taken during the summer for NMH credit must be approved in advance. Application forms are available from DLs or the Office of Student Services.

G. Waiver Procedures

1. Waiver of graduation requirement In rare instances, a student who is unable to fulfill a Northfield Mount Hermon graduation requirement may be granted a waiver from the requirement in a specific discipline. Such cases generally involve students with professionally certified learning disabilities in either second language or mathematics. **A student is never granted a waiver in more than one discipline.** It is essential that students and parents realize the possible consequences of a waiver for a student's college and career options. In this connection, Northfield Mount Hermon requires letters from the student and parents expressing their complete understanding of the possible ramifications of a waiver for the student's future.

2. Waiver of minimum credits Under exceptional circumstances, a student may petition for a waiver to carry fewer than the required three credits during a semester as long as the student can still meet all subject requirements and earn the total credits required for graduation.

ACADEMIC INTEGRITY STATEMENT

Northfield Mount Hermon is an educational community committed to cultivating high standards and accountability. Ethical behavior is expected of every community member in all aspects of school life, including academic endeavors. A critical part of academic excellence is ethical use of information, which includes honest representation of a student's work. Students and faculty are expected to demonstrate the principles and practices of academic integrity, as well as to understand what constitutes academic fraud.

See "Guidelines for Academic Integrity" in NMH School Handbook.

OVERVIEW OF GRADUATION AND GRADE-LEVEL REQUIREMENTS

This chart provides a visual overview of graduation requirements. Please refer to the Graduation Requirements section on page 4 for the complete, official statement of graduation requirements.

YEARS AT NMH	ENGLISH	THE ARTS	HISTORY AND SOCIAL SCIENCE	MATHEMATICS	RELIGIOUS STUDIES**	SCIENCE	WORLD LANGUAGES
4 YEARS	<input type="checkbox"/> 4 credits: <input type="checkbox"/> Humanities I, World Lit, <input type="checkbox"/> junior course, <input type="checkbox"/> senior course	<input type="checkbox"/> Arts Foundations plus <input type="checkbox"/> 1/2 credit course or 2 cocurricular activities*	<input type="checkbox"/> 2 credits ¹ (one US history): Humanities I, US history or equivalent	<input type="checkbox"/> Completion of Geometry <input type="checkbox"/> and Algebra II	<input type="checkbox"/> 2 credits: Humanities I, Humanities II	<input type="checkbox"/> Completion of biology, <input type="checkbox"/> 2 credits of lab science, one of which may be biology ²	<input type="checkbox"/> Completion of 2nd-level course
3 YEARS	<input type="checkbox"/> 3 credits: <input type="checkbox"/> 1 credit plus World Lit, <input type="checkbox"/> junior course, <input type="checkbox"/> senior course	<input type="checkbox"/> 1 credit or 1/2 credit plus 1 cocurricular activity*	<input type="checkbox"/> 2 credits ¹ (one US history): Humanities II, US history or equivalent	<input type="checkbox"/> Completion of Geometry <input type="checkbox"/> and Algebra II	<input type="checkbox"/> 1 1/2 credits: Humanities II plus 1 1/2 credit course	<input type="checkbox"/> Completion of biology, <input type="checkbox"/> 2 credits of lab science, one of which may be biology ²	<input type="checkbox"/> Completion of 2nd-level course
2 YEARS	<input type="checkbox"/> 2 credits <input type="checkbox"/> junior course, Senior English	<input type="checkbox"/> 1/2 credit course	<input type="checkbox"/> Completion of US history, plus 1 other history course	<input type="checkbox"/> Completion of Geometry <input type="checkbox"/> and Algebra II	<input type="checkbox"/> 1 credit: 1 full-credit or 2 1/2 credit courses	<input type="checkbox"/> Completion of biology, <input type="checkbox"/> 2 credits of lab science, one of which may be biology ²	<input type="checkbox"/> Completion of 2nd-level course
1 YEAR	<input type="checkbox"/> Senior English	<input type="checkbox"/> 1/2 credit course or 1 cocurricular course*	<input type="checkbox"/> Completion of US history, plus 1 other history course	<input type="checkbox"/> Completion of Geometry <input type="checkbox"/> and Algebra II	<input type="checkbox"/> 1/2 credit: 1/2 credit course	<input type="checkbox"/> Completion of biology, <input type="checkbox"/> 2 credits of lab science, one of which may be biology ²	<input type="checkbox"/> Completion of 2nd-level course
PG YEAR	<input type="checkbox"/> PG English	<input type="checkbox"/> 1/2 credit course or 1 cocurricular course*	<input type="checkbox"/> Completion of US history, plus 1 other history course	<input type="checkbox"/> Completion of Geometry <input type="checkbox"/> and Algebra II	<input type="checkbox"/> 1/2 credit: 1/2 credit course	<input type="checkbox"/> Completion of biology, <input type="checkbox"/> 2 credits of lab science, one of which may be biology ²	<input type="checkbox"/> Completion of 2nd-level course

¹ Additional restrictions apply. See page 5.

² See page 5 for special circumstances.

Credit Requirements:

Students must attempt 3 credits per semester; 6 credits per year; minimum of 5 credits earned senior year; **minimum total of 22 credits earned.**

Other Requirements:

1. Physical Education and Athletics

See page 36.

2. Work Program

See page 5.

3. Cocurricular

See page 40.

*See page 41 for graduation-bearing arts cocurricular activities

**Religion requirement for ESL students:

ESL students are required to fulfill the religious studies requirement that matches the number of full years they are NOT enrolled in ESL. For example, a four-year senior who is in ESL classes for two years and whose junior year is the first with no ESL course, must satisfy the same religious studies requirement as a student enrolled at NMH for two years.

THE ARTS: DANCE, MUSIC, THEATER, AND VISUAL ART

The arts program at Northfield Mount Hermon School offers a variety of experiences, both in the studio and in the performance realm, for every stage of expertise. The program can be entered at the foundation level in each discipline for the beginner or at advanced level in most areas for the more practiced student. Throughout the four programs, the goal is to establish art as a language of expression based upon a body of knowledge and acquired skill. Graduation requirements in the arts are listed on page 5. Course availability depends upon enrollment.

FOUNDATION COURSE FOR NINTH GRADERS

The following course, although required of ninth graders, is not a prerequisite for other art offerings.

ART 111 Arts Foundations

Half credit. Required of ninth graders.

This course explores the creative process through the presentation of basic concepts that underlie all programs within the arts curriculum. A basic language for the arts is established through team teaching across disciplines. Students learn to apply this language toward product making, performance, and critical thinking in the area of artistic endeavor.

DANCE

The NMH Dance Program advocates dance as an academic discipline and important mode of communication. The curriculum of each course infuses the practice of dance technique with the history of dance as well as the scientific foundations of movement. The NMH Dance Program offers students the opportunity to experience dance as a physical activity, as an art form, as a language, and as an academic discipline. **All courses fulfill the PE requirement for the term in which they are taken. Participation in one of the dance companies fulfills the athletic requirement for a team sport.** In addition to the courses for academic credit, the dance program offers cocurricular courses in ballet, tap, jazz, and modern dance. There are two performing dance companies: a senior company and a junior company.

DAN 116 Modern and Jazz Dance Fundamentals

Half credit. Prerequisite: None.

The fundamentals of modern dance are taught within a framework that emphasizes learning the anatomy of the moving body and the history of the two genres in the art form. Blending improvisation techniques and set movement combinations with basic jazz-dance vocabulary, dancers will be encouraged to explore expression, dynamics, and rhythmic patterns.

Related Courses

Community Cocurricular Auditioned Groups

DAN 002 NMH Dance Company

DAN 005 Junior Dance Company

Auditioned groups that offer advanced instruction in modern dance and jazz techniques with emphasis on the development of the creative process through student choreography. The groups share three major concerts a year, as well as performing for fall Family Days.

Cocurricular Options

DAN 003 Intermediate Jazz Dance Workshop

DAN 004 Jazz Dance Workshop

DAN 009 Beginning Modern Dance

DAN 010 Intermediate Ballet Workshop

DAN 019 Beginning Ballet Workshop

DAN 022 Jazz Tap Workshop

MUSIC

The NMH Music Program offers students of all levels the opportunity to experience artistry in their music-making. The academic course offerings help to develop essential skills of musicianship and listening, skills that are also emphasized in the performing groups. All courses are half credit except MUS 212 and MUS 511, which are full credit. In addition to our academic offerings we offer extensive cocurricular opportunities for performance in the large ensembles.

MUS 112 The History of Jazz

(Not offered in 2008–09)

Half credit. Prerequisite: None.

An extensive study of the lives and musical styles of well-known jazz musicians from the 1800s to the 21st century. Students will learn how to listen to and appreciate different styles of jazz. A portfolio of jazz articles, biographies, and written assignments is the final assessment for this course.

MUS 211 Electronic Music Studio

Half credit. Prerequisite: Open to sophomores, juniors, and seniors who have reached intermediate level on any instrument and in music-reading skills, and who have basic keyboard skills.

The primary focus of this course is on learning to use recording equipment, notation programs, and sequencing programs. Students use digital, analog, and acoustic recording equipment, sound-board mixers, synthesizers, drum machines, and Apple computers with MIDI devices.

MUS 213 World Music*Half credit. Prerequisite: None.*

This course explores the musical styles, instruments, and cultural contexts of traditional music from around the world. Extensive listening and research are central to the course. Practical demonstrations with live performers enrich the class, and attendance at occasional concerts is required. A portfolio of research, reflections, papers, and listening assignments is the final assessment for the course.

MUS 314 Bach, Beethoven, and All That: How to Listen to Music*Full credit. Prerequisite: None.*

Who were Bach and Beethoven? Why was and is their music so popular? What came before them? What came after them? How do you listen to and appreciate their music? How do you listen to and appreciate any music? The aims of this course are, first, to build listening skills, choosing examples from a wide variety of classical, world, and popular styles, and, second, to survey a wide selection of masterpieces of classical composers from all the major historical periods.

MUS 411 Advanced Applied Music I*Half credit for yearlong enrollment. Prerequisites: Advanced proficiency level and application process through the director of the music program.*

Students at an advanced level with a serious interest in applied music may petition to receive academic credit. *This credit will be in addition to the required six major credits, and will be granted during the spring semester.* One 45-minute lesson plus a minimum of four 45-minute practice sessions per week. Performance in a student recital is required. Fee: \$32 per lesson.

MUS 412 Advanced Applied Music II*Half credit. Open to juniors, seniors, and postgraduates. Prerequisites: Advanced proficiency level and application process through the director of the music program.*

This course is for upper-level students who are preparing for auditions and/or major recitals. In addition to a weekly 45- to 60-minute lesson period, students are expected to spend eight hours per week practicing and doing research on the music and composers they are studying. They must perform in public sometime during the semester, and appear before a faculty panel for a final assessment at the end of the semester. Fee: \$32 per lesson.

MUS 511 Advanced Placement Music Theory and Harmony*One credit. Prerequisites: Introduction to Theory or equivalent, and permission of instructor or music program director.*

Following the national AP curriculum, this course offers upper-level music students an in-depth study of music theory, with particular emphasis on listening skills, tonal analysis, harmonization techniques, melodic and harmonic dictation, and four-part writing.

Auditioned Music Groups

The following auditioned music groups are scheduled during the day as courses. Students who successfully complete a full year of participation earn half an academic credit as well as cocurricular credit.

MUS 841 Chamber Orchestra*Half credit. Yearlong course. Prerequisite: Audition.*

The Chamber Orchestra is composed of selected string players augmented occasionally by solo wind players. It performs music of all periods, but specializes in literature of the baroque. This group performs at Family Day, Christmas Vespers, Sacred Concert, and occasional off-campus venues. Participation in Symphony Orchestra is required.

MUS 842 Select Women's Ensemble*Half credit. Yearlong course. Prerequisite: Audition.*

This group of select female singers performs a wide repertoire from sacred, secular, and world literature. Members learn vocal technique, sight singing, and essential choral skills. The ensemble performs at various school concerts and occasionally travels off campus. Participation in Concert Choir is also required.

MUS 843 Northfield Mount Hermon Singers*Half credit. Yearlong course. Prerequisite: Audition.*

This group of selected singers performs a wide repertoire from sacred, secular, and world literature. Members learn vocal technique, sight singing, and essential choral skills. The NMH Singers perform at various school concerts and occasionally travel off-campus. Participation in Concert Choir is also required.

MUS 844 NMH World Music Combo*Half credit. Yearlong course. Prerequisite: Audition.*

The World Music Combo is a diverse group of advanced student musicians who already understand song-form structure and have learned basic jazz improvisational skills. Reflecting the multiple cultures of our NMH student body, musical styles include jazz standards, Latin, African, Chinese, Indian, classical, fusion, rhythm and blues, rock and roll, and others. The group performs at all-school events, concerts, campus meetings, open houses, and off-campus events. Members of the combo are sometimes required to perform as a part of the Jazz Ensemble or Concert Band.

Related Courses**Cocurricular Options****MUS 006 Concert Band****MUS 007 Concert Choir****MUS 008 Symphony Orchestra****MUS 012 Jazz Ensemble****STU 131 Hogappella****STU 602 The Nellies**

Extracurricular Options

MUS 011 Conducting Seminar

MUS 003 Intro to Music Theory

MUS 021 Beginning Guitar Workshop

MUS 034 African and Latin American Hand Drumming

Private Music Lessons are offered once a week, for a charge of \$32 per lesson. The music program arranges the instructor and can arrange for instrument rental, if needed.

MUS 051 Bass

MUS 052 Cello

MUS 053 Clarinet

MUS 054 Drum

MUS 055 Flute

MUS 056 French Horn

MUS 057 Guitar

MUS 058 Jazz Piano

MUS 059 Organ

MUS 060 Piano

MUS 061 Saxophone

MUS 062 Trombone

MUS 063 Trumpet

MUS 064 Violin

MUS 065 Voice

MUS 066 Bassoon

MUS 067 Oboe

MUS 068 Viola

THEATER

Emphasis in our courses is placed on seeing theater as a performing art. Students take part in play reading or writing, doing scene work, discussion and written analysis of what they read, or learning to design and build sets, depending on the course. All courses are half-credit offerings. Students have numerous opportunities, outside of academic courses, to work as stage performers and off-stage technicians on any of the four yearly major productions and the student-directed One-Act Play Festival staged each year.

THE 111 Theater Production I

Half credit. Prerequisite: None.

This course is an introduction to the fundamental elements of technical theater: stagecraft, scenic design, lighting design, and set construction. Students divide their time between regular classes and practical, hands-on work in the theater program's various shop and work spaces. Students apply what they learn by helping to develop and construct the actual elements of each semester's major production and/or one-act productions.

THE 112 Playwriting

Half credit. Prerequisite: None.

This course gives students a structured opportunity to write original one-act plays, some of which are performed in the annual student-directed One-Act Play Festival. In Playwriting, students consider various one-act models exemplified in the works of Chekhov, Mamet, Durang, Henley, and others, as they create three successive drafts of their own original scripts. Daily class work involves both writing exercises and the collective critique of each others' material. Final scripts must be capable of production in the NMH theater.

THE 114 Acting

Half credit. Prerequisite: None.

This course offers students an opportunity to develop new skills and refine or extend existing ones in such performance areas as stage movement, voice, scene study, character development, improvisation, and ensemble technique. Students are responsible for the preparation and presentation of monologues and scenes, as well as for participation in class critiques and specific exercises. Readings include selections from Stanislavsky, Mamet, Hagen, and others. The course may be repeated for credit.

THE 115 Acting II (if repeating THE 114 for credit)

See description for THE 114.

THE 211 Theater Production II

Half credit. Prerequisite: THE 111 or permission of instructor.

This course offers an opportunity for students to learn and apply intermediate to advanced design theory in one of three major technical areas: scenic design, lighting design, and costume design. Classroom theory is applied first to conceptual design projects in the student's chosen area of concentration; this work culminates in a practical project, perhaps one as ambitious as creating the actual design of a major production. This course may be repeated for credit in a different design area.

THE 213 Directing

Half credit. Prerequisite: THE 114 or permission of instructor. Not open to ninth graders.

Students in this class learn the fundamental principles and skills of play directing. These include script selection, casting, blocking, rehearsing, and production. Each student applies these skills to the staging of a scene or one-act play of between ten and 40 minutes. The course requirement is satisfied by a "low-tech" production of this material at semester's end for an invited audience. Any student may elect to have her or his production reviewed for possible inclusion in the annual student-directed One-Act Play Festival.

VISUAL ART

A diversified art curriculum is offered, with emphasis on the development of individual initiative, visual thinking, and the technique and craft of each medium. Students interested in a fine arts major at college are assisted in course selection and portfolio preparation. All courses carry a studio fee.

ART 112 Design Theory and Practice*Half credit. Studio fee: \$35*

Design Theory and Practice introduces the student to the elements of design, which can be applied to any media or art form. Visual thinking and creative problem solving are emphasized as the class builds on a foundation of artistic vocabulary and technical skills.

ART 113 Drawing and Composition I*Half credit. Studio fee: \$35*

Students may explore still life, landscape, and interiors, as well as some figure and portrait work. This is a comprehensive studio course in drawing techniques and visual organization. Media may include pencil, charcoal, marker, and ink wash.

ART 114 Photography I*Half credit. Students must supply their own 35mm camera with manual-exposure capability. Studio fee: \$50*

Photographic methods, materials, equipment, theory, and aesthetics are covered, with emphasis on techniques and procedures for making consistently high-quality photographs. Craftsmanship, competence, and control are stressed. *(The school has a limited number of cameras available to rent if a student does not own his or her own. Rental fee is \$25 a semester for maintenance of the equipment.)*

ART 115 Digital Photography*Half credit. Studio fee: \$60*

This course introduces students to the basics of digital photography. Skills will focus on craftsmanship, competence, and the exploration of digital imaging possibilities. A digital camera with a minimum of four megapixels and manual exposure mode is required. *(The school has a limited number of cameras available to those students who cannot provide one. Rental is \$25 a semester for maintenance of the equipment.)*

ART 116 Ceramics I: Sculptural Emphasis*Half credit. Studio fee: \$40*

This course examines the use of clay as an artistic medium through skill development and the creation of ceramic sculpture. Pinch, coil, and slab methods are stressed. Solid sculptural techniques, and the wheel as a sculptural tool, are presented. Students are introduced to the fundamentals of glazing and firing.

ART 118 Digital Design Theory and Practice*Half credit. Studio fee: \$60*

Students learn to use high-end computers, scanners, drawing tablets, printers, and digital graphics software and are introduced to the elements and principles of design. Visual thinking and creative problem solving are emphasized as the class builds on a foundation of artistic vocabulary and technical skills. Students explore aesthetics within areas including abstract, non-objective, and real. The practical and functional applications of design also are investigated.

ART 119 Intensive Studio in the Two-Dimensional Arts*One credit. Studio fee: \$60*

This full-credit course covers many major two-dimensional media. Students with serious interest in visual arts and a broad curiosity about forms of visual expression will have an opportunity to explore the fundamentals of design, drawing, painting, printmaking, assemblage, and collage as approaches that mix media. This course provides technical instruction, arts vocabulary, and historical perspective with creativity and risk taking encouraged.

ART 121 Video as Visual Art*Half credit. Studio fee: \$40*

This course examines the use of video as an artistic medium through skill development and the creation of individual video pieces. Video production methods, materials, equipment, theory, and aesthetics are covered, with emphasis on techniques and procedures for making consistently high-quality video output. Visual thinking and creative problem solving are stressed.

ART 211 Printmaking I*(Not offered in 2008–09)**Half credit. Studio fee: \$30*

This introduction to printmaking materials and techniques covers monotype, etching, and linoleum-cut prints. Monotypes are unique painterly prints made on pieces of Plexiglas. Etching (on zinc plates) and linocut (on sheets of linoleum) are two different processes from which multiple impressions of each image can be created.

ART 212 Painting I*Half credit. Studio fee: \$35*

Emphasis in this course is on control of technique and mastery of color relationships through composition. Subject matter and function are stressed, with concentration in one or more of the following: oil, acrylic, and drawing media.

ART 213 Drawing and Composition II*Half credit. Prerequisite: ART 113 or permission of instructor. Studio fee: \$35*

This in-depth study of drawing techniques and personal vision uses media and subject matter similar to those in ART 113, but with more emphasis on figure drawing and long studies. Individual interests and styles are pursued.

ART 214 Photography II*Half credit. Prerequisite: ART 114 or permission of instructor. Studio fee: \$50*

This continuation of ART 114 allows students to put theory into practice and emphasizes making consistently high-quality photographs under varying conditions. Seeing photographically, analysis and criticism of photographs, and photographic history are emphasized. Craftsmanship is stressed. *(The school has a limited number of cameras available to rent if a student does not own their own. Rental fee is \$25 a semester for maintenance of the equipment.)*

ART 216 Ceramics II

Half credit. Prerequisite: ART 116 or permission of instructor. Studio fee: \$40

This course in ceramic sculpture and throwing techniques, which includes further glaze work and assistance in kiln firing, emphasizes developing skills to produce consistent results. Design of individual pieces and completion of a major project are stressed.

ART 312 Painting II

Half credit. Prerequisite: ART 212 or permission of instructor. Studio fee: \$35

This continuation of ART 212 emphasizes individual growth and further development of technical skills.

ART 313 Drawing and Composition III

Half credit. Prerequisite: ART 213. Studio fee: \$35

For students who have taken ART 213 and wish to advance their skills. These students will meet with the ART 213 class, and the teacher will individualize their projects according to their needs and abilities.

ART 314 Photography III

Half credit. Prerequisite: ART 214. Studio fee: \$50

For students who have taken ART 214 and wish to advance their skills. These students will meet with the ART 214 class, and the teacher will individualize their projects according to their needs and abilities.

ART 316 Ceramics III

Half credit. Prerequisite: ART 216. Studio fee: \$40

For students who have taken ART 216 and wish to advance their skills. These students will meet with the ART 216 class, and the teacher will individualize their projects according to their needs and abilities.

ART 412 Painting III

Half credit. Prerequisite: ART 312. Studio fee: \$35

For students who have taken ART 312 and wish to advance their skills. These students will meet with the ART 312 class, and the teacher will individualize their projects according to their needs and abilities.

ART 511 Advanced Placement Drawing

One credit. Prerequisite: ART 213 with a grade of B+ or higher or ART 113 with permission of instructor through portfolio application process. Studio fee: \$35

This college-level course is intended for highly motivated students who are seriously interested in the study of art. Through the medium of drawing, the course develops a sense of quality in the student's work through the application of visual problems. The formal, technical, and expressive means of the artist are stressed. Students prepare a portfolio for submission to the advanced placement board for potential college credit, advanced placement, or both.

ART 512 Advanced Placement Two-Dimensional Design

One credit. Prerequisites: ART 112 with a grade of B+ or higher and permission of instructor through portfolio application process. Studio fee: \$35

This college-level course is intended for highly motivated students who are seriously interested in the study of art, with particular emphasis in design programs. Through an in-depth exploration of two-dimensional design projects, the course develops a sense of quality in the student's work. The formal, technical, and expressive means of the artist are stressed. Students prepare a portfolio for submission to the advanced placement board for potential college credit, advanced placement, or both.

Related Courses

Cocurricular Options

ART 003 Beginning with Clay

ART 008 Exploring Watercolor

ART 014 Landscape Drawing

ART 022 Drawing

ART 033 Printmaking

ART 035 Pastel Drawing

COMPUTER SCIENCE

The computer science department trains students to be skilled computer scientists. We provide students with a disciplined approach to problem solving and a thorough grounding in relevant programming languages. We strive, through our support and encouragement, to increase each student's critical-thinking skills, self-confidence, and self-reliance.

CMP 312 Programming in Java

Half credit. Prerequisite: One semester of Algebra I or permission of instructor.

This introductory course in computer programming explores the Java programming language through the creation of simple games. Students learn to write graphical programs incorporating different shapes, colors, and the use of animation. Through learning to program, students apply logic and critical thinking skills, applicable to a broad range of disciplines. This course covers conditionals, loops, arrays, and basic object orientation. The semester concludes with an open-ended project of the student's choosing.

CMP 511 Advanced Placement Computer Science

One credit. Prerequisites: CMP 312 or permission of instructor, and Algebra II. Placement based on screening process.

This course covers the AP Computer Science AB curriculum, taught using the Java programming language. The course focuses on algorithms (strategies to solve problems) and data structures (patterns to store data). Topics covered include object

orientation with inheritance, vectors, linked lists, binary trees, stacks, queues, sorting, and algorithm analysis and comparison. These topics typically comprise most or all of a first-year college course in computer science.

ENGLISH AS A SECOND LANGUAGE

The ESL program is designed to help students whose native language is not English make the transition to mainstream English and humanities classes at NMH. New international students are required to attend an academic orientation before classes begin at NMH, during which their competency in English is examined and their placement in English or ESL classes is finalized. Students enrolled in ESL courses do not take humanities courses concurrently.

ESL 311 Advanced Reading and Writing

Two credits. Prerequisite: Placement by department.

Using a thematic focus, this two-semester course trains students in close reading of both fiction and non fiction, discussion and presentation techniques, various types of personal and academic writing, and vocabulary building.

ESL 411 English for Special Purposes

Two credits. Prerequisite: Placement by department.

This two semester course serves as a bridge between ESL and mainstream English classes. Using materials from the humanities curriculum (English, history, and religious studies), students hone their skills in critical reading and analytical writing, class discussion, research, and public speaking.

HUMANITIES

The Northfield Mount Hermon Humanities Program has three dimensions: a core program for the first two grade levels, consisting of required interdisciplinary courses that integrate English, history, and religious studies; an elective program offering interdisciplinary and linked/integrated courses for upper-level students; and discipline-specific courses. All humanities courses emphasize the mastery and application of critical thinking skills and effective writing.

Core Courses

Students take two-credit interdisciplinary core courses in their ninth-grade and sophomore years, taught collaboratively by pairs of teachers from different disciplines as follows:

NINTH GRADERS: Environmental Perspectives—English and religious studies

SOPHOMORES: International Perspectives—history and religious studies (sophomores also take world literature as a separate course)

Humanities I: Environmental Perspectives

The Humanities I program consists of ENG 111 (Ninth-Grade English) and REL 111 (Introduction to Religious Studies). It earns two credits (one English and one religious studies) and is required of all ninth graders except those enrolled in the ESL program. Prerequisite: None.

The ninth-grade humanities program, taught collaboratively by an English teacher and a religious studies teacher, focuses primarily on the relationship between human beings and their environment. Students explore their own sense of place, both at home and in the Northfield Mount Hermon community. The four essential questions are: What is my story? How shall we live? What is the world for? What is it to be human? Students study a variety of literary, philosophical, and artistic expressions. They practice both personal and analytical writing, learn to use the resources of the library, and actively participate in class discussions and group projects.

Humanities II: International Perspectives

The Humanities II program consists of HIS 211 (Topics in World History) and REL 211 (Religions of the World). It earns two credits (one history and one religious studies) and is required of all sophomores except those enrolled in the ESL program. Prerequisite: None.

The sophomore humanities program, taught collaboratively by a history teacher and a religious studies teacher, focuses on human cultures over time. Assignments and activities are designed with the dual purpose of building on concepts and skills developed in Humanities I, while introducing integrated humanities study to new sophomores. Writing, reading, critical thinking, speaking, library and online research, project planning, and independent work are emphasized throughout the program. Representative topics include myth, symbol, ritual, tradition, the world's religions, geography, social systems, and key historical events and people in the Western and non-Western world.

Humanities II: South Africa Sojourn

Three credits (one history, one religious studies, and one math). Spring semester. Prerequisites: Application and screening process with approval of the instructors. Fee required for travel component (see page 25).

The South Africa Sojourn is a special section of Humanities II that gives students the opportunity to experience some of the course's major themes—indigenous religions, colonialism, industrialization, the role of religious groups in social protest movements, etc.—firsthand and on-site in South Africa. Students study the regular Humanities II curriculum on campus for the first part of the term and then travel, with their teachers, to South Africa for two weeks near the end of the term. In South Africa, students stay in Johannesburg and Cape Town

and visit townships, churches, mosques, museums, Robben Island, Parliament, high schools, and a game park, among other destinations. While in the country, students interact with South African high school students, members of Parliament, religious leaders, and volunteers at orphanages and hospices. Upon their return to campus, students complete a comprehensive final project and paper in which they integrate the broader themes of the course with the particular experience of South Africa. Students enrolled in this course must also take a complementary minor course focused on South African literature, music, and geography as well as on trip logistics and fundraising for schools and charities in South Africa.

Upper-Level Humanities Courses

There are two types of upper-level humanities courses—linked courses integrating two disciplines, open to juniors and seniors, and senior seminars, open only to seniors, which are selective and require an application.

Junior/Senior Courses

HIS 311LM/ENG 311LM Shared Voices: Multicultural US History and American Literature

Two credits. Prerequisite: None. This course fulfills both the junior-year English requirement and US history requirement.

This course is a linked exploration of American history and American literature. It will proceed through the typical stages of a US history course and an American literature course, but in any era special attention will be given to the voice and experiences of minority groups within US culture, as well as the voice and experience of dominant groups. Topics such as the American Revolution, the Constitution, Civil War and Reconstruction, westward expansion, industrialism and immigration, and civil rights will be covered in the history section of the course. The experience of women, of African Americans, non-Christian religious groups, of Asians, the poor, and gays and lesbians are examples of some of the subgroups that might be focused upon. Traditional history textbooks already in use by the department would serve well in the course, supplemented by additional reading materials that clarify the multicultural focus.

The selection of American literature, too, will be guided by minority experiences and voices, as well as majority voices. Texts might include the *Heath Anthology of American Literature* and the poetry of the Harlem Renaissance; authors might include Toni Morrison, Mark Twain, F. Scott Fitzgerald, Nathaniel Hawthorne, Louise Erdrich, Amy Tan, Chang-Rae Lee, and Phillip Roth. Writing assignments include both personal reactions and literary analyses, with particular attention given to recognizing the author's intention and point of view. Films and contemporary readings will supplement the coursework.

REL HIS 2 The Islamic Middle East

One credit: Half credit in religious studies and half credit in history. Open to juniors, seniors, and postgraduates.

Prerequisite: None.

An introduction to the Middle East that includes discussions of history, politics, culture, language, art and architecture, and literature in the context of the area's chief religion, Islam. Emphasis on the region's confrontation with the West in the modern period, including the Arab-Israeli conflict and Islamic revivalism.

REL HIS 3 Women's Voices: Echoes and Evolution

One credit: Half credit in religious studies and half credit in history. Open to juniors, seniors, and postgraduates.

Prerequisite: None.

Taught jointly by a religious studies teacher and a history teacher, this course centers on the complex and often contradictory heritage of women from the ancient to the modern era. What has been the experience of women? How might an understanding of that experience change the prevailing cultural model? Topics will include the power of patriarchy, the "burning times" in medieval Europe, the roots of current American political and social culture, the voices of sisterhood, and women's progress toward equity in the workplace and the home. Recognizing spirituality as a force of feminist consciousness, the course will also examine the roots and revival of goddess worship, empowering trends within diverse religious traditions, and holistic options for human liberation today. The course is designed as a conversation including both women and men. It assumes a multicultural and cross-disciplinary approach to issues under discussion, as well as an examination of history from a feminist perspective.

REL HIS 6 Global Futures: Global Warming

One credit: Half credit in religious studies and half credit in history. Open to juniors, seniors, and postgraduates.

Prerequisite: None.

Led by a religious studies teacher in collaboration with guest teachers in history and other disciplines, this interdisciplinary study draws on the new fields of environmental history and environmental ethics that emerged at the same time as the "Greenhouse Effect" first reached public consciousness. Starting with a survey of the present, the course will examine the natural and environmental history of climate change, the role of science and religion in public policy, and ethical implications for the future.

Senior Seminars

Senior seminars provide an opportunity for students to expand their interest and training in specific disciplines and build on the foundation of interdisciplinary study established in Humanities I and II. A senior seminar may be a special international or domestic studies program, focusing on a specific country or region, or an on-campus course developed by a teacher or an interested group of students. The key elements of a senior seminar are independent work and interdisciplinary study. For on-campus senior seminars, research is a major component, as are reading and writing. Seminar members work independently on topics of individual interest, learning to develop their methodology and share their study and research within the seminar

group. The seminar group plans an appropriate public forum at the end of the semester for reporting the results of their work.

Off-Campus Senior Seminar Programs:

INT 068 International Studies Program: Ireland

See page 25.

INT 076 East Meets West: Senior Seminar in Turkey

See page 25.

ENG REL 2 Turtle Island Transformed: Literary, Historical, and Ethical Perspectives on the North American Landscape (Not offered 2008–09)

Following the structure of Aldo Leopold's *A Sand County Almanac*, this seminar has three stages. The first is an intensive interdisciplinary study of the local region including the town of Northfield, the Pioneer Valley, and the Connecticut River watershed. Next we will cross the continent by train with visits to population centers and other sites of importance to the environmental history of North America, such as Chicago, San Francisco, Muir Woods, Yosemite National Park, the San Joaquin Valley, Hoover Dam, Las Vegas, Yucca Mountain, and the Grand Canyon. Readings and journal writing on the trip coordinate with the itinerary. The last three weeks of classes back on campus will focus on understanding what we saw, culminating in independent projects for public presentation and a common statement about the ethical future of humans on the land. Students will read, discuss, and write about a wide range of environmental literature by celebrated authors such as Rachel Carson, William Cronon, Gary Snyder, Edward Abbey, Terry Tempest Williams, and Leslie Marmon Silko.

On-Campus Senior Seminars:

ENG 400 Satire and Film

One credit. Seniors only. Prerequisite: Permission of the instructor. Does not fulfill the senior English requirement.

The course focuses on the study of film, especially satire, and the process of making a film, from concept through script, storyboard, the editing-room floor, and onto the silver screen. The class will make a film as the final project. Films studied include *Day for Night*; *Brazil*; *Wag the Dog*; *Run, Lola, Run*; plus documentaries on films, filmmakers, and the making of film. Books used include *The Moviegoer*, *The Encyclopedia of Film*, and *The Oxbow Incident* (and attendant short film).

REL 424 Identity and Transformation: Models of Spiritual Adulthood

Half credit. Second semester. Open to seniors and postgraduates. Prerequisite: Permission of the instructor.

This course will pursue the essential question—*What does it mean to be a healthy, skillful adult?*—with the help of several others, including *Who am I? What is my purpose? and What do I have to offer the world?* Using the writings of Carl Jung, Joseph Campbell, and other teachers and poets from a diverse range of religious, spiritual, and ethnic traditions, students will explore the role of radical transformation in the creation of healthy adult lives—including their own.

Discipline-Specific Courses

ENGLISH

The mastery of verbal skills is a lifetime task, so as students move from grade to grade at NMH, the aims of the English courses they take remain essentially the same. At every level, students study poetry, prose, fiction and nonfiction, and drama. They write many personal and expository papers and participate actively in group discussions. As students advance, the literature studied becomes more demanding, and writing gradually shifts from the personal toward the analytical. At each level, however, the same skills are developed: reading and listening with discrimination, sensibility, and appreciation; writing with precision and clarity; and speaking with honest conviction.

Graduation requirements in English are listed on page 4.

Core Courses for Ninth Graders and Sophomores

ENG 111 Humanities I: Ninth-Grade English

One credit. Required of all ninth graders except those enrolled in the ESL program. Prerequisite: None.

This course, which covers the basic skills of effective reading, writing, thinking, and speaking, is an integral part of the required Humanities I: Environmental Perspectives program for ninth graders. See page 15 for details.

ENG 211 Sophomore English: World Literature

One credit. Required of all sophomores except those enrolled in the ESL program. Prerequisite: None.

This course seeks to develop skills for critical reading through discussion and writing about drama, fiction, and poetry. Writing assignments move from an exploration of the personal voice toward a more objective voice, with the goal of preparing students for the junior-level focus on literary analysis. Texts by writers from different nations, cultures, and historical periods are intended to cultivate each student's appreciation for the richness and diversity of world literature.

Core Courses for Juniors

Upper-level students must take at least one full-credit English course each year. All returning and new juniors must take ENG 311 or ENG 311LM (see page 16).

ENG 311 American Literature

One credit. Open to juniors. Prerequisites: Ninth-grade and sophomore English.

In American Literature, students continue to develop the reading and writing skills that are the center and focus of all NMH English courses. Students differentiate between personal reactions to a text and objective analysis, focusing on an author's intention and point of view. Students read, discuss, and write about works by authors such as Cather, Fitzgerald, Hawthorne, Morrison, O'Connor, Twain, and Whitman. The course examines particularly American themes, traditions, and voices. Writing assignments emphasize the use of evidence in clear,

coherent writing, which includes personal and analytical essays. Fulfills junior-year English requirement. Juniors may elect the linked alternative.

Core Courses for Seniors and Postgraduates

Upper-level students must take at least one full-credit English course each year. All seniors must take either ENG 401, ENG 441, ENG 442, ENG 443, ENG 444, ENG 445, ENG 511, ENG 512, or one of the International Studies electives that receives senior English credit. Postgraduates must take either ENG 413 or ENG 419 and ENG 420.

ENG 401 Intensive Introduction to Literature and Composition in English

One credit. Open to seniors who are moving from English as a Second Language to the English program for the first time. Prerequisite: Screening process.

This course is designed to reinforce the oral, writing, and reading skills of seniors who are new to the NMH English program. The course encompasses both language workshops and the study of college-level English literature.

SENIOR ENGLISH (ENG 441, ENG 442, ENG 443, ENG 444, ENG 445)

Seniors may fulfill the English credit by selecting one of the following five electives, all of which involve ample reading and writing:

ENG 441 Senior English: Ancient Epic

One credit. Prerequisite: None.

In this course students read the three great epics of the classical world: Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid* in sequence. These three poems, which describe the Trojan War and its aftermath, stand at the core of Western literature and have provided inspiration to authors, artists, and readers throughout the ages. Students will explore how Vergil uses Greek Homer as the basis for his Roman view of the world and discuss the poets' presentations of the great themes of war, fate, heroism, the gods, the afterlife, leadership, and the relation between men and women. Students will research and present topics of their own choosing that relate to the works of their themes.

ENG 442 Senior English: Creative Nonfiction

One credit. Prerequisite: None.

This course will involve both reading and writing of non-fiction, including personal essays, memoirs, autobiographies, and reviews. We will both examine and imitate the creative techniques used to craft good writing. Texts might include anthologies such as the Best American Essays series or Best Sports Writing series; masterpieces such as Capote's *In Cold Blood* or Woolf's *A Room of One's Own*; contemporary works such as Gould's *Wonderful Life*, King's *On Writing*, Postman's *Technopoly*, Diamond's *Guns, Germs, and Steel*, or Fadiman's *Ex Libris*; and perhaps a magazine subscription to the New Yorker or Harper's.

ENG 443 Senior English: Images Of War

One credit. Prerequisite: None.

What kinds of observations and depictions of war organized and intentional violence, spurred whether through politics, ethnicity, religious beliefs, competing economic interests or mere contrariness have poetry, the epic, drama, prose narratives long and short, and various kinds of essays offered over the centuries? What have been the grim glories and bitter shams of such recurrent, large-scale violence? The study of war offers a plethora of likely titles: Homer's *Iliad*, Shakespeare's *Troilus and Cressida* and the *Henry IV* plays, Tolstoy's *War and Peace*, Dickens' *A Tale of Two Cities*, Whitman's *Specimen Days*, Ford's *Goodbye to All That* and *The Good Soldier*, a smattering of WW I poets and Housman's "The Shropshire Lad," Helprin's *A Soldier of the Great War*, Silone's *Bread and Wine*, Shaw's *Heartbreak House*, Caputo's *A Rumor of War*, O'Brien's *The Things They Carried*, Mailer's *The Naked and the Dead*, Lessing's *The Good Terrorist*, Updike's *Terrorist*, just to name a few.

ENG 444 Senior English: Modern Comparative Literature

One credit. Prerequisite: None.

Does life imitate art or does art imitate life? This course examines the ways that writers both anticipate and react to the increasingly chaotic twentieth century, explores the idea of the modern psyche in conflict with itself, and examines the relationship between form and content in art. Students will begin with nineteenth century fiction by Charles Dickens and Fyodor Dostoevsky, then move on to modern writers such as Franz Kafka, Virginia Woolf, Gabriel Garcia Marquez and J.M. Coetzee. Later in the semester, students will read and study drama, exploring a similar set of ideas expressed in a different art form. They will start with Henrik Ibsen and August Strindberg, then move through Anton Chekhov and Luigi Pirandello to more contemporary playwrights such as Samuel Beckett, David Mamet, Suzan Lori Parks, Margaret Edson, and Tony Kushner. Written work consists of regular critical essays, some of a comparative nature, with occasional creative pieces and personal essays as well.

ENG 445 Senior English: Survey of Western Drama

One credit. Prerequisite: None.

A course devoted exclusively to a methodical study of European and North American drama with a consideration of the influence culture (mythology, politics, aesthetic theory, economics, history, religion, and technology) has had on both the writing of drama and the production of theater. This course lends itself to a chronological format with stops along the way such as these: Ancient Greek tragedy and comedy, Roman closet drama, Medieval Mystery and Morality Plays, Elizabethan drama excluding Shakespeare, Shakespeare, Restoration Drama (English), French Comedy of the Renaissance, Romanticism (Polish, German, American), Ibsen and Realism (Russian, English), American Realism, Theater of the Absurd (French, German, English), Broadway Drama (1940s-1970s), Political Action Drama (street theater, African-American, "issues drama"). Writing will emphasize analysis, periodical reviews, and some attempt at script adaptation. Also, there will be major emphasis on terminology (theater, art history, technical, and literary genre).

ENG 413 Postgraduate English*One credit. Prerequisite: None.*

This course offers postgraduates extensive practice in writing, reading, and speaking. The teachers of this course recognize the varied backgrounds of postgraduate students and adjust assignments, discussions, and study techniques to fit the students' needs as they move toward a standard of reading and writing commensurate with college-level work. This course also provides postgraduates with a unifying experience; it is the one class they all have in common, and it is designed particularly for them. Studied in recent years are works by Baldwin, Tolstoy, and Dostoevsky.

ENG 419 Postgraduate English I**(This course must be taken in conjunction with ENG 420)***One credit. Prerequisite: None.*

Postgraduates who need or want an additional semester of English are encouraged to take this course combined with ENG 420. Students enrolled in the two-semester sequence will receive more graduated development and extended practice of skills in writing, reading, speaking, and thinking. Whereas students in both courses will be expected to read good literature, write essays, and participate in class discussion, students in the two-semester course will write increasingly analytical papers, read more complex literature (fiction and nonfiction), and have opportunities for independent projects, such as studying a second work by an author read in the first semester.

ENG 420 Postgraduate English II**(two semesters with ENG 419)***One credit. Prerequisite: ENG 419.*

During the second semester of this two-semester course for postgraduates, students gain more practice in a variety of essay formats, including analysis, exposition, persuasion, and extended narratives. The reading assignments are more challenging, and the essays more complex. Students assume more responsibility for the seminar discussions and have opportunities to pursue their own interests in independent projects. Studied in recent years are works by Joyce, Faulkner, and Atwood.

ENG 511 Advanced Placement Literature and Composition*One credit. Prerequisite: Placement is based on screening process.*

This demanding course, both qualitatively and quantitatively, is designed for students who wish to demonstrate their aptitude for reading and writing at the college level. The following are some of the works that have been studied in recent years: Shakespeare's *Hamlet* and *King Lear*; Austen's *Emma*; Woolf's *Mrs. Dalloway* and *To the Lighthouse*; Dostoevsky's *Notes from the Underground* and *Crime and Punishment*; Eliot's *The Mill on the Floss*; Lawrence's *The Rainbow*; Gordimer's *July's People*; Barth's *The Floating Opera*; Updike's *The Centaur*; Toole's *A Confederacy of Dunces*; and a wide variety of poetry.

ENG 512 Advanced Placement English Language*One credit. Prerequisite: Placement is based on screening process.*

A course in advanced writing and reading, AP English Language aims to strengthen the essay skills of strong writers. Attention is devoted to finding and developing thesis sentences, to supporting the thesis, to arranging the parts of the whole, and to constructing effective sentences. Students will write exposition, analysis, argument, and satire. They will study the history and development of English prose since the Middle Ages, learning carefully to describe and to imitate earlier styles. Longer works recently read are *The Merchant of Venice*, *Gulliver's Travels*, *Heart of Darkness*, *A Passage to India*, *To the Lighthouse*, and *All the Pretty Horses*. As well, students will read a number of essays, including Swift's "A Modest Proposal" and Orwell's "Politics and the English Language."

Elective Courses

These courses may *not* be used to fulfill the graduation requirement in English. Availability of courses depends upon interest.

Elective Course for Ninth Graders Only**ENG 112 Ninth-Grade Writing***Half credit. Prerequisite: None.*

This course is designed to prepare ninth graders for the rigors of high school academic writing. It will cover prewriting techniques such as freewriting, outlining, mapping, and reporters' questions, and it will stress the fundamentals of essay writing. Emphasis will fall on personal as opposed to analytical essays, but the goal of the course is to teach ninth graders what essays can and should accomplish. Teachers will take care to attend to the grammatical and mechanical needs of individual students. The use of word processing is a secondary benefit of this course.

Elective Courses for Students in All Grades**ENG 212 Creative Writing***Half credit. Prerequisite: None. Course may be repeated by permission.*

This course provides students with the opportunity to explore and experiment with different forms of creative writing, including fiction, poetry, and personal essays. By midterm, students focus on a single area, producing by the end of semester a collection, manuscript, or portfolio for assessment.

ENG 213 Speech and Oral Interpretation*Half credit. Prerequisite: None.*

This practical experience in various speaking roles includes some drill work in diction, enunciation, pitch, tone, and phrasing, as well as participation in a variety of formal and informal situations, such as a teaching presentation, public speaking, reading aloud, and discussion, with variously sized audiences. Training in listening techniques, speech evaluation, and critique writing is provided. Students make a formal individual presentation to a larger audience at the end of the semester.

ENG 214 Newswriting*Half credit. Prerequisite: None.*

An introduction to writing for newspapers. Students will learn the principles, skills, ethics, and law of news reporting and writing. They will practice news gathering, interviewing, writing, editing, and proofreading. The writing they will do covers the broad spectrum of traditional news writing: straight news stories, features, editorials, sports writing, and commentary. The course is recommended for those interested in writing for The Bridge or for those interested in developing a clear and effective writing style. Students are required to produce writing for school publications. Work for the course includes reading and studying the daily New York Times or Boston Globe. Some attention will be given to writing for magazines and for the Internet.

Elective Courses for Juniors, Seniors, and Postgraduates**ENG 313 The Harlem Renaissance***Half credit. Prerequisite: None.*

Students in this course study works by the African American writers and poets of the Harlem Renaissance, including Jean Toomer, Zora Neale Hurston, Langston Hughes, Countee Cullen, and James Baldwin. In addition, they explore the music, art, and theater of this movement, and they prepare presentations.

ENG 322 Shakespeare*Half credit. Prerequisite: None.*

This course, modeled on a seminar, includes the close study of usually three of Shakespeare's works: history (e.g., *Richard III*), tragedy (e.g., *King Lear*), and a romance (e.g., *Cymbeline*). Students also read selected sonnets, rounding out an awareness of the range and depth of this great playwright and poet. Students receive instruction on theater production and history, Elizabethan ways, medieval philosophy, and literary genre theory. In the last weeks, each student prepares a paper and presentation on some aspect of Shakespeare's life, work, theater, or world.

ENG 336 Writing Nonfiction*Half credit. Prerequisite: None.*

This course provides students of all abilities with essay-writing instruction in nonfiction. Students will focus on developing skills of invention, arrangement, style, and usage. Assignments consist primarily of essays and may include description, narration, exposition, argument, persuasion, comparison and contrast, literary analysis, and reflection. The texts used will include memoirs, essays, biographies, commentaries, and opinion pieces.

ENG 400 Satire and Film*See page 17.***SENIOR SEMINAR COURSES***See page 17.***HISTORY AND SOCIAL SCIENCE**

History and social science courses at Northfield Mount Hermon School are designed to encourage students to develop knowledge of and respect for the human heritage and condition. To achieve these goals, courses:

- examine significant episodes, ideas, and institutions;
- study the history and behavior of individuals in society;
- investigate the nature of historical and cultural change;
- analyze the decision-making process at the individual, group, and national levels;
- develop students' questioning, analytical, and research skills, both written and oral;
- integrate literary, religious, and artistic perspectives, where sensible.

Graduation requirements in history and social science are listed on page 5.

*Courses for Ninth Graders and Sophomores***HIS 211 Humanities II: Topics in World History***Two credits. Prerequisite: None. Open to sophomores only.*

This study of world history is an integral part of the required Humanities II: International Perspectives program for sophomores. See page 15 for details.

HIS 213 Comparative Politics in Modern Context*Half credit. Prerequisite: None. Open to freshmen only.*

This course provides a general introduction to the study of global politics in a contemporary context. Students explore political structures and institutions with an emphasis on the relevance of politics and government in everyday life. Grounded in basic concepts, the course is a skill-driven examination of countries and governments through comparative case study and analysis of current events. Woven throughout these examinations is an introductory look at geography, economics, and history as these disciplines intersect with and help define political realities.

Courses for Juniors and Seniors*United States History Program*

The American past can be reflected through a variety of mirrors and from a number of focal points. Because NMH believes learning best takes place when students' interests are engaged, the United States history program is flexible and varied, and offers five courses to enable students to meet the US history requirement. One of these courses may be taken alone or linked with American Literature in an integrated format that fulfills graduation requirements in both US history and junior English.

HIS 311 US History Survey*One credit. Prerequisite: None.*

This course is a survey of the history of the United States. The topics covered may include contact and colonization, the causes and effects of the American Revolution, events leading up to the Civil War and its aftermath, the Industrial Revolution and the

coming of age of the United States, the world wars, the depression and the New Deal, and the Cold War. Films, primary and secondary source materials, and a variety of classroom activities bring alive controversies of the past and provide insight into the critical issues of the nation's history. Writing and research assignments, including a research paper, emphasize the use of supporting evidence in clear, coherent essays in order to assess critically a variety of issues in United States history. The course introduces students to historical inquiry and stimulates creative investigation into the origins and character of American civilization. Fulfills US history requirement.

HIS 312 Government and Civil Liberties

One credit. Prerequisite: None.

This course focuses on the historical development of American national government and political behavior through a close examination of the three branches of American government. Students consider political thought, political parties, interest groups, and other forces that have an impact on the political process in the United States. Additional topics covered include a look at individual rights and liberties as guaranteed by the Bill of Rights and honored by the courts, as well as the presidency. This course is not a general survey course of American history, but rather an examination of political topics throughout American history and how they relate to our lives today. While this course fulfills the graduation requirement in US history, it may also be taken as an elective by those who have already completed US history.

HIS 311LM/ENG 311LM Shared Voices: Multicultural US History and American Literature

See page 16.

HIS 512 Advanced Placement US History Survey

One credit. Open to juniors. Prerequisite: Placement based on screening process. Students who take HIS 311 or HIS 312 are not eligible for this course.

AP US History Survey is a more intense and comprehensive survey of the history of the United States. The topics covered may include contact and colonization, the causes and effects of the American Revolution, events leading up to the Civil War and its aftermath, the Industrial Revolution and the coming of age of the United States, the world wars, the depression and the New Deal, and the Cold War. Films, primary and secondary source materials, and a variety of classroom activities bring alive controversies of the past and allow students insight into the critical issues of the nation's history. Writing and research assignments, including a research paper, emphasize the use of supporting evidence in clear, coherent essays in order to assess critically a variety of issues in United States history. The course introduces students to historical inquiry and stimulates creative investigation into the origins and character of American civilization. Students are challenged to understand historical events beyond dates and facts and to make connections between the past and present. Fulfills US history requirement.

Elective Courses for Juniors, Seniors, and Postgraduates

HIS 313 Comparative Politics in Theory and Practice

Half credit. Prerequisite: None. Open to juniors, seniors, and postgraduates only.

Comparative Politics in Theory and Practice is designed to provide a general introduction to the fundamental concepts and practices that political scientists employ to compare countries and governments around the world. Through multiple case studies, students will examine a variety of political structures existent at this time as well as the ideas, concepts and theories employed to analyze transnational issues that account for dramatic change within the political environment. Particular emphasis and secondary research will focus on government and political processes, issues of development and globalization.

HIS 315 Foreign Policy

One credit. Prerequisite: HIS 311, HIS 312, HIS 512, or equivalent, or permission of instructor.

Are there essential lessons from the past that should guide the Bush administration's post-9/11 foreign policy? As we enter the 21st century, America stands at a critical point in history: the lone superpower must confront a world increasingly suspicious of US cultural, economic, and military power. Foreign Policy is a full-credit course exploring a range of economic, political, and social determinants shaping past, present, and future policies. Through primary sources, film, research, novels, current events, and National Security Council simulations, the course will make studying foreign policy an interactive experience. After identifying some of the important precedents and turning points prior to the 20th century, the course explores the cold war, the structure of US decision making, and the current challenges facing America in the post-9/11 era. Topics of significant focus include the age of imperialism in Latin America, the rise of the imperial presidency, the Vietnam War, US-Soviet relations, the politics of oil, and the current war response to terrorism.

HIS 323 Civil Rights Movement

Half credit. Prerequisite: US History.

This course is an intense exploration of the events and figures of the Civil Rights Movement, pursued through a close examination of a variety of primary and secondary sources. Students are introduced to a general overview of the chronology, landmark cases and themes of the modern African American struggle for civil rights. Additional emphasis will be placed on the voices of those involved in the struggle, ergo documentary films including the Eyes on the Prize series will be utilized to create a more holistic understanding of both the personal and historical significance of this era.

HIS 413 War

One credit. Prerequisite: None.

This course traces the practice of war as it evolved from the battlefields of the ancient world to the clash of armored knights in the Middle Ages, and from the trench warfare and blitzkrieg tactics of the world wars through the nuclear era.

HIS 418 Asia Rising: China, Japan, the Korean Peninsula, India*One credit. Prerequisite: None.*

This course focuses on the histories of East Asian nations, with an emphasis on China, Japan, North and South Korea, and India. We explore not only what these nations have in common—such as Confucianism and a history of dynastic rule—but also the ways in which their histories have diverged. For example, why did China succumb to Western imperial domination in the late 19th century, while Japan became an imperial power in its own right? Other topics include the rise of communism in China, Japan's role in World War II, and the Korean War. The course concludes with an examination of East Asia's growing importance in the 21st century, including China's growing economic and military might and the emergence of India as an economic power.

HIS 511 Advanced Placement Modern European History*One credit. Prerequisites: Application process and permission of department.*

The content of this course is modeled on the AP curriculum focusing on Europe from the enlightenment until modern day society. Students are responsible for independent research and for active participation in class and scheduled seminars. Analysis and synthesis skills are emphasized. This course prepares students to take the AP examination in modern European history.

SOC 411 Introductory Anthropology*One credit. Prerequisite: None. (Not offered 2008–09)*

In this course, students achieve a broad understanding of the complexity of the distant human past. The evolution of hominines (modern humans and their extinct ancestors), changing explanations about the variation of life on Earth, and humans' place in nature are examined. Contemporary populations are also analyzed with reference to concepts of race, environmental stress, and genetics. The significance of environment, kinship and social organization, religion, subsistence, aggression, cultural change, and acculturation is explored.

SOC 412 Economics*One credit. Open to seniors and recommended juniors.**Prerequisite: HIS 311, HIS 312, or equivalent strongly recommended.*

Every day you make hundreds of economic decisions. For example, you walk into the bookstore with \$5 in your pocket to spend. How do you decide which product(s) to buy? Do you buy what you want or what you need? At its core, economics is the study of how society chooses to use its limited resources. You will investigate this concept both from the individual, or microeconomic perspective, as well as the aggregate, or macroeconomic perspective. You will study US economic institutions, international trade, the stock market and personal finance, environmental economics, and money and banking. Newspaper articles will provide a perspective on current economic events. In-class activities will

include Internet stock market simulations, student-led presentations on current economic issues, and video documentation of the economy around you. After you take this course, the front page of the business section will finally make sense.

SOC 413 Introduction to Psychology*One credit. Prerequisite: None.*

The topics we consider in this course include such traditional areas as learning, memory, development, personality, the biological basis of behavior, psychopathology, psychotherapy, and states of consciousness. Newer areas of psychology are chosen from among forensic (criminal) psychology, positive psychology, health psychology, the psychology of terrorism, and gender psychology. Students train a virtual rat and generate and analyze results from experiments in the classroom and on the Internet. Assessment include tests, papers, and lab and oral reports. The class is taught seminar-style with emphasis on oral participation. The practical application of psychology to everyday life is a major focus of the course.

SOC 512 Advanced Placement Economics

One credit. Prerequisites: HIS 311, HIS 312, or HIS 311LM, senior standing, application process, and permission of department. In addition, strong analytical skills are necessary, and it is helpful to have studied some calculus. Students who have taken SOC 412 are not eligible for this course.

This course is a rigorous introduction to college-level theoretical economics. The class initially covers principles that are fundamental to this discipline of social science, including concepts of scarcity and opportunity cost. The microeconomics section of the course explores the economic roles of consumers and producers in detail, such as the laws of supply and demand and an in-depth analysis of four different market structures (pure competition, monopoly, oligopoly, and monopolistic competition). The macroeconomics section analyzes potential instabilities in a market economy, including fiscal and monetary policy solutions to slow growth, unemployment, and inflation. A unit on international trade and monetary exchange completes this section of the course. Students, newly armed with theoretical models, conclude the class with a discussion of current world economic issues. Grounded in current events, this class asks for reading from newspapers and various economic journals.

SOC 513 Advanced Placement Psychology

One credit. Seniors only. This course is not open to students who have taken SOC 413. Prerequisites: Application process and permission of department.

This rigorous equivalent of a college-level introductory psychology course studies the major subfields of psychology: methods; the biological bases of behavior, sensation, and perception; states of consciousness; learning, cognition, motivation, and emotion; developmental psychology; personality; testing and individual differences; abnormal psychology; treatment of disorders; and social psychology.

Interdisciplinary Courses

REL HIS 2 The Islamic Middle East

See page 16.

REL HIS 3 Women's Voices: Echoes and Evolution

See page 16.

REL HIS 6 Global Futures: Global Warming

See page 16.

BIO REL 1 Genetics and Ethics

See page 29.

RELIGIOUS STUDIES

Religious studies courses challenge students to examine the religious dimension of human life by addressing fundamental questions of meaning and purpose, identity and community, ethics and destiny. Introductory studies (Humanities I and II) recognize that such questions are often best pursued from a cross-disciplinary perspective and encourage growth through encounter and dialogue. In Humanities I: Environmental Perspectives (with English), ninth graders explore a sense of place in the natural world in relation to their home communities, the Northfield Mount Hermon neighborhood, and the Connecticut River watershed. Sophomores in Humanities II: International Perspectives (with history) expand their horizons to world history, global cultures, and the great religious traditions of the world. These core courses focus upon the meaning and mystery of human experience manifest in diverse world-views and lifestyles; symbols, myths, and rituals; sacred texts, religious creeds, and moral codes.

Upper-level courses in religious studies offer a broad range of inquiry including biblical studies, philosophy, comparative religions, women's spirituality, and moral issues (e.g., bioethics, violence and nonviolence, environmental ethics). Throughout the curriculum students are expected to gain an informed understanding of the role and range of religious expression in human experience; to explore new levels of self-awareness and possible patterns of meaning for their own lives; and to display an attitude of openness toward the rich diversity of the human community. They are encouraged to risk "passing over"—seeing the world from another's point of view—in their ongoing journey toward personal growth and the universal quest for truth.

Graduation requirements in religious studies are listed on page 5.

Core Courses for Ninth Graders and Sophomores

REL 111 Humanities I: Introduction to Religious Studies

REL 211 Humanities II: Religions of the World

REL 211BR Humanities II: Religions of the World: Brazil

These courses, which address issues, concepts, and methods of religious studies, are an integral part of the required Humanities I: Environmental Perspectives and Humanities II: International Perspectives programs for ninth graders and sophomores. See page 15 for details.

Elective Courses for Juniors, Seniors, and Postgraduates

REL 312 Ethics

Half credit. Prerequisite: None.

What is a good person? What is the difference between right and wrong? How can we negotiate and resolve the moral dilemmas we encounter, large and small, public and private? This introductory inquiry into the fundamental questions of ethics combines the academic study of moral philosophy with writing and reflection about personal moral experience, with particular emphasis on the pressing moral issues of the day.

BIO REL 1 Genetics and Ethics

One credit. Open to juniors and seniors. Prerequisite: Biology. Students receive a half credit in religious studies and a half credit in science.

Taught jointly by a science teacher and a religious studies teacher, this course combines the study of genetics with an investigation of the ethical issues raised by recent scientific advances. Mendel's laws of inheritance, analysis of the human karyotype, and DNA structure form the foundation of this study. Genetic abnormalities, genetic disease, DNA databases, reproductive technologies, stem-cell research, genetic engineering, and genetically modified organisms provide the issues for ethical analysis. An overview of ethical theories and a range of case studies offer opportunities for discussion and writing about bioethics. Students research and write on topics of their choice.

REL 413 Eastern Religions

Half credit. Prerequisite: None.

This course studies the religions that have shaped the cultures of the Indian subcontinent, Southeast Asia, and the Far East. The primary focus is on Hinduism, Buddhism, and Taoism, and their influence upon one another, from historical roots to modern forms.

REL 414 Introduction to Philosophy

Half credit. Prerequisite: None.

This study of some of the great figures of Western philosophy, from Socrates to the existentialists, explores basic philosophical questions such as "What is real?" and "How can we know?"

REL 417 Violence and Nonviolence

Half credit. Prerequisite: None.

The study of ethics provides the framework for examining the nature of the violence that is prevalent in our personal lives and in society at large. The nonviolent strategies of M. K. Gandhi and Martin Luther King Jr. begin the search for alternatives to such violence. Other responses to violence for student examination include Suu Kyi of Myanmar, the Dalai Lama, Nelson Mandela, Oscar Arias, Mother Teresa, and Malcolm X.

REL 423 Biblical Interpretation

One credit. Prerequisite: None.

“No man can call himself educated if he doesn’t know the stories of the Bible and no man can call himself illiterate if he does.”

—D. L. Moody

This course examines the Bible through several lenses: literary, historical-critical, and theological. A wide range of texts from both the Hebrew Bible and the New Testament, including a variety of literary genres, will be explored. Emphasis will be upon developing sophisticated skills of biblical interpretation—seeking to understand the meaning of stories in their original context, their relevance for both faith communities and the wider culture, and their ongoing influence in today’s world.

REL 424 Identity and Transformation: Models of Spiritual Adulthood

This is a half-credit senior seminar in religious studies.
See page 17.

Interdisciplinary Courses

REL HIS 2 The Islamic Middle East

See page 16.

REL HIS 3 Women’s Voices: Echoes and Evolution

See page 16.

REL HIS 6 Global Futures: Global Warming

See page 16.

ENG REL 2 Turtle Island Transformed: Literary, Historical, and Ethical Perspectives on the North American Landscape (Not offered 2008–09)

See page 17.

INTERNATIONAL STUDIES

The Center for International Education offers opportunities for off-campus study through the NMH international studies programs, established in the belief that an understanding of the interdependent relationships between cultures, a sensitivity to others in the world, and a heightened global awareness are essential characteristics of an educated person. Each study and travel experience is designed to challenge and involve fully the intellectual, emotional, and cultural resources of the participants.

The experience of living in a country while engaging in critical thinking, problem solving, reading, writing, and observation is the key to developing insights into the culture, language, and values of that country. Active participation in the daily life of a community, in combination with study of its culture and language, provides enriching new perspectives on oneself, one’s own culture, the host country, and the world at large. By erasing stereotypes and developing sensitivities to other lifestyles, the programs contribute to the creation of international understanding and friendship.

The international studies programs, which are selective, are open to juniors and seniors, who must complete a formal application in the beginning of spring semester for the following year. Applicants must have attended NMH for at least one year. Should their language achievement during the experience enable them to skip a level of language study, they will be awarded one language credit in addition to any other appropriate credit.

Announcements about specific programs offered in a given year will be made by the Center for International Education early in the spring semester.

There is an additional cost for these programs.

The program cost for most programs is \$1,850 plus airfare. The cost for Brazil is \$3,800 (including airfare). One or more of these programs may not be offered in any given year due to enrollment or staffing (or both). Contact the Center for International Education for current information.

HUM 211B Humanities II: South Africa Sojourn

See page 15.

INT 069 International Studies Program: Costa Rica

Two credits. Open to juniors and seniors. Students receive two lab science credits, one credit each for BIO 413 Tropical Field Biology and ENV 412 Environmental Issues of Costa Rica (see page 30.) Prerequisites include two years of science, including biology, and permission of the instructor. Candidates' qualifications are assessed in terms of level of academic achievement, maturity, and ability to work independently and within a group.

The goal of the program is to allow the students to develop an understanding of the interrelationships of the physical world and the challenge of working towards a sustainable future. The Costa Rican Environmental Program will allow students to study environmental science issues and basic scientific research techniques in a unique way. They will not only have the opportunity to investigate specific areas of their own choice, but also be able to experience the Costa Rican environment and see firsthand the very issues and topics that they are exploring in the field. Students will begin on campus for the first part of the semester. After intensive review of their chosen topics at NMH, the group will travel to Costa Rica and spend time at several sites. Each site has been selected for its exceptional quality and ability to expose the students to the natural world, and its unique cultural characteristics. The students will then return to NMH to complete and compile their work into a formal paper or presentation.

INT 061 International Studies Program: France

Two credits. Prerequisite: Two semesters of French language study or equivalent, three or more preferred. Students will earn two credits in French language, history, and culture.

The French program abroad is part of a student exchange program with the Lycée Jean-Baptiste Dumas in the southern French city of Alès. Students live with a host family, attend classes at the lycée, and are expected to complete independent work assigned by their NMH French teacher. The program consists of approximately nine weeks study at NMH and six weeks study in France. While in France students will attend a full complement of classes at the Lycée Jean-Baptiste Dumas in Alès, where the language of instruction is French. In addition, students have a weekly class with their NMH instructor and maintain daily journals. They also research and prepare a major report and oral presentation on a subject of their own design.

INT 068 Senior Seminar International Studies Program: Ireland

Two credits. Prerequisite: Open to seniors only.

The Irish studies seminar is specifically designed for seniors. The seminar combines on-campus courses with three weeks of travel in Ireland, offering an international experience to seniors who wish to broaden their academic experience during spring semester. Students begin spring semester at NMH with an intensive academic program in two integrated courses. The group will then fly to Ireland for three weeks of study and travel. For the

seminar, students will work individually and as a group on their final projects, meeting regularly with their teacher. As they move toward the completion of their final exhibitions, their work will be increasingly independent. The final project must reflect the weight and substance of a semester's work and be presentable to a larger audience. Students also engage in the study of intercultural communications throughout the full semester.

INT 073 International Studies Program: New Zealand

Two credits. Prerequisite: Open to juniors and seniors only.

The New Zealand semester abroad program offers students an interdisciplinary approach to study the history, culture, and literature of New Zealand as well as its contemporary environmental and political issues. Students spend the first half of the semester on campus and approximately six weeks in New Zealand. The program includes intensive study of New Zealand's history and the Maori culture and an introduction to environmental studies. Trends and patterns that students discover in their study of each discipline will be woven together to build a comprehensive understanding of New Zealand and its diverse population, and also will be used to compare them to political and social situations in America.

INT 076 International Studies Program: East Meets West: Senior Seminar in Turkey

Two credits. Prerequisite: open to juniors and seniors only.

This seminar explores one of the most ancient lands, Turkey, the crossroads of civilization, where East meets West. In our three-week sojourn, we'll explore the wonders of ancient and modern Turkey. Included will be a study of the history, literature, politics, art, architecture, and religion of Turkey. Emphasis will be on the role of Turkey in the modern period, including its relationship with Europe, the United States, and the Middle East. Writing assignments include critical analyses and personal narratives; students will be required to keep both a reading journal and a travel journal.

INT 074 International Studies Program: Uruguay

Two credits. Prerequisite: Two semesters of Spanish or equivalent. Students will earn two credits related to the Spanish language and Uruguayan history and culture.

The NMH Study Abroad Program in Uruguay consists of four components: a homestay in which each student lives with a middle-class Uruguayan family for approximately six weeks; an academic program in which students take formal classes in Spanish language, Latin American literature, history of Uruguay and Latin America, and Uruguayan culture; an apprenticeship during which students work for about three hours per day; and a travel program that consists of several weekend trips to different parts of the country. Students take active part in daily small-group classes taught by the leaders. At the same time, they attend workshops that include tango and candombe dancing, cooking and pottery. An independent study project is required of each student in a special interest area. The project will be presented the last week of the semester on campus. The teacher, the apprenticeship supervisor, and the homestay family evaluate the student.

Related Courses

NMH has a strong commitment to developing an international perspective in all its students, believing that intercultural sensitivity and global awareness will enable students to fulfill their responsibilities as effective world citizens. Following are some of the courses in the NMH curriculum that reflect an international perspective. Students are encouraged to consider them in planning their academic programs.

English

ENG 211 World Literature. See page 17.

History and Social Science

Humanities II South Africa Sojourn. See page 15.

HIS 315 Foreign Policy. See page 21.

HIS 413 War. See page 21.

HIS 418 Asia Rising: China, Japan, Korea. See page 22.

SOC 412 Economics. See page 22.

SOC 512 AP Economics. See page 22.

Religious Studies

REL HIS 2 The Islamic Middle East. See page 16.

REL 413 Eastern Religions. See page 23.

World Languages

Arabic. See page 32.

Chinese. See page 32.

French. See page 33.

Classical Studies/Latin. See page 33.

Russian. See page 34.

Spanish. See page 35.

Science

ENV 411 Environmental Studies. See page 30.

ENV 415 Environmental Studies: An International Perspective. See page 30.

ENV 511 AP Environmental Science. See page 30.

MATHEMATICS

Recognizing that students differ in ability, background, interest, and rate of learning, the mathematics program offers different levels within many of its courses to fit the needs of the individual. Recommendations, records of aptitude, placement tests, and previous achievement are used to place students appropriately. In general, honors courses are for students with a very strong mathematical background, and basic courses are for students with a weak background in mathematics.

Available technology enables deeper understanding, enriches instruction, and eliminates much tedious computation. Graphing calculators are used extensively and are required in all courses after Geometry. **The required calculator is a TI-89.** This calculator supports a robust computer algebra system, which supplements and enriches instruction. The school does not support the use of any other graphing calculator. Students in Geometry use a program called The Geometer's Sketchpad, which is available on the NMH computer network.

Two opportunities are provided for students to advance outside the limits and demands of formal classes: 1) credit by examination, which allows students to earn credit for a course in which they are not enrolled by taking and passing an examination in the course; and 2) taking more than one mathematics course in the school year.

Advanced placement courses have extended classes once a week and assign 90 minutes of homework a night.

Graduation requirements in mathematics are listed on page 5.

ALGEBRA I

MAT/PHY 1 Introductory Physics with Algebra I (part one)

MAT/PHY 2 Introductory Physics with Algebra I (part two)

Two credits upon completion of MAT/PHY2, one in science and one in mathematics. Open to ninth graders. Prerequisite: None.

The ninth-grade Introductory Physics with Algebra I course introduces students to the ideas of physics as they learn and apply the tools of algebra. Laboratory experiments and research projects supplement the topics, and technology is used extensively. Students who do poorly in or fail MAT/PHY1 will be asked to take MAT 101, Basic Algebra I, in the second semester.

MAT 101 Basic Algebra I

One credit. Prerequisite: None. For students who have either done poorly in the first semester of MAT/PHY or whose previous record indicates a difficulty in mathematics.

The course examines basic operations with expressions and equations, including a study of the properties, graphs, and equations for linear functions, quadratic functions, and exponential functions.

GEOMETRY

MAT 211 Geometry

One credit. Prerequisite: Algebra I.

The study of geometry examines relationships in geometric figures in a plane and in space: congruence, similarity, other properties of triangles and polygons, parallel and perpendicular lines and planes, circles, areas and volumes, and transformations. Methods of deductive proof are stressed. Algebraic methods are reviewed and used throughout the course.

MAT 221 Honors Geometry

One credit. Prerequisites: Algebra I and teacher recommendation. For students with keen interest and demonstrated success in mathematics. Placement based on screening process.

The Honors Geometry course places more emphasis on language and mathematical structure than MAT 211. Additional topics may include analytic representation of Euclidean transformations, and introduction to non-Euclidean geometries.

ALGEBRA II

MAT 301 Basic Algebra II

One credit. Prerequisite: Algebra I. Placement based on screening process.

This course includes a basic review of the important topics of Algebra I. It also covers the most important topics listed in MAT 311 at a measured pace.

MAT 311 Algebra II

One credit. Prerequisite: Algebra I. Placement based on screening process.

Algebra II includes a review of important topics of Algebra I and covers rational number exponents; functions and their graphs; quadratic functions and complex numbers; solution of linear and quadratic equations and systems of equations; properties and graphs of polynomial, exponential, and logarithmic functions; complete solution of polynomial equations (rational, irrational, and complex roots); and inequalities.

MAT 321 Honors Algebra II

One credit. Prerequisites: Algebra I and MAT 211 or MAT 221. For students with keen interest and demonstrated success in mathematics. Placement based on screening process.

Honors Algebra II covers the same topics as MAT 311, including sequences and series, but in greater detail.

Elective Courses in Mathematics

These courses are not offered if registration is insufficient.

MAT 410 Algebra Survey

One credit. Prerequisite: MAT 311 or equivalent. Placement based on screening process.

This course is designed for those students who have completed the graduation requirement in mathematics but are not ready

for precalculus. Topics include a thorough review of algebra, graphing and transformations, and probability with emphasis on problem-solving skills and real-world problems.

MAT 411 Precalculus

One credit. Prerequisite: MAT 311 or equivalent. Placement based on screening process.

This course provides a thorough study of the elementary functions: trigonometric functions, polynomial and rational functions, and logarithmic and exponential functions.

MAT 421 Honors Precalculus

One credit. Prerequisite: MAT 321 or equivalent. For students with a strong interest and proven success in mathematics. Placement based on screening process.

This course covers the same topics as those covered in MAT 411 and includes other selected topics of interest as well, including but not limited to such topics as polar equations and conic sections.

MAT 431 Calculus

One credit. Prerequisite: MAT 411 or MAT 421. Placement based on screening process.

This course is designed for students who wish to begin a study of calculus but who are not ready for or are not interested in an advanced placement course. Topics to be covered include differentiation and integration of the elementary functions, with an emphasis on problem solving.

MAT 513 Advanced Placement Statistics

One credit. Prerequisite: MAT 411 or MAT 421. Placement based on screening process.

This course prepares students for the Advanced Placement Examination in Statistics. The first half of the semester covers the exploratory analysis of data, including methods of data collection (sampling) and interpretation of those data using graphical and numerical techniques. The second half of the course includes probability and simulation as tools for producing or analyzing models, various probability distributions (binomial, geometric, random, and normal) and their importance and use, and finally, statistical inference, confidence intervals, and tests of significance.

MAT 511 Advanced Placement AB Calculus

One credit. Prerequisite: MAT 411 or MAT 421. Placement based on screening process.

Advanced Placement AB Calculus prepares students to take the AB-level advanced placement examination in May by introducing them to the differentiation and integration of polynomial, trigonometric, logarithmic, and exponential functions, and to applications.

MAT 521 Advanced Placement BC Calculus

One credit. Prerequisite: MAT 421. Placement based on screening process.

This course prepares students to take the BC-level advanced placement examination in May. In addition to the topics from AB Calculus, additional topics include techniques of integration, differential equations, sequences and series, Taylor series, and polar, parametric, and vector functions.

MAT 611 Multivariable Calculus

One credit. Prerequisite: MAT 511 or MAT 521. Placement based on screening process.

The differential and integral calculus of several real variables and its application to scalar and vector fields are the principal topics in this course.

SCIENCE

The science program introduces students to the process of scientific inquiry using laboratory investigations, research, demonstrations, discussions, lectures, and readings. Courses in biology, chemistry, physics, environmental science, and astronomy are offered at both introductory and advanced levels.

Ninth graders begin the science program in physics, with or without Algebra I, depending on their math placement. Continuing as sophomores, students take biology. In the junior, senior, and postgraduate years, students choose from a number of options based on interest and demonstrated performance.

Successful study of the physical sciences—chemistry and physics—requires increasing mathematical sophistication starting with ratios, proportions, dimensional analysis, and graphing; progressing through solving first- and second-degree equations, logarithms, and trigonometry; and for advanced students, calculus. Computers are frequently used for data analysis and repetitive calculations. A graphing calculator is required for physics and some chemistry courses.

Enrollment in upper-level courses is limited; in cases of over enrollment, preference is given to four- and three-year seniors.

Advanced placement courses have extended lab sessions three times each week and assign at least two hours of homework a night.

Graduation requirements in science are listed on page 5. Courses that meet the lab science requirement are indicated by *.

ASTRONOMY

AST 313 Observational Astronomy

*Half credit *. Open to all students. Prerequisites: Algebra II, physics recommended, and approval of both the instructor and the student's DL. Ability and willingness to attend class in the evening.*

This course emphasizes the observational aspects of astronomy. Topics include the relationship between the earth and sky, the sun, the moon and the planets of the solar system, and the nature and distribution of stars and galaxies. Students become familiar with the night sky through observation and the use of star maps and computer planetarium programs. We begin our observations with the unaided human eye and progress to binoculars and telescopes. Students use their knowledge of the observing tools and the night sky to locate and study many objects including planets, binary and variable stars, star clusters, nebulae, and galaxies. An understanding of the stellar coordinate system and basic celestial mechanics serve as a basis for understanding how a telescope mount works. Students develop an understanding of the charge-coupled-device (CCD), the heart of the digital imager, and elementary image processing. Once the student has become proficient in the use of the telescope and the CCD camera, they spend the remaining time of the course taking and processing digital images. Class meets outside at the NMH observatory on clear evenings, and indoors during cloudy weather.

AST 411 Astronomy

One credit. Open to juniors and seniors. Prerequisites: Algebra II and a C or better in chemistry or physics.*

This intensive introduction to astronomy uses a popular textbook and a wide variety of other learning tools such as the Internet, videos, slides, class discussions, research, and the Hands-On Universe curriculum materials and image processing software. Topics include traditional sky and constellation work, the solar system, stars and stellar evolution, black holes, galaxies, quasars, and cosmology. Computers are used extensively for the image processing of real astronomical images from telescopes around the globe, for sky simulation work, and for searching the Internet.

BIOLOGY

The biology sequence begins with the sophomore-level course in biology. After completing biology, interested and qualified students may choose from a number of advanced elective courses or AP Biology. *To be successful in the advanced biology electives, students should achieve a grade of at least C in sophomore biology.* Entrance into AP Biology requires a written application and department approval.

BIO 211 Biology I

Graduation requirement. One credit. Open to sophomores and, with department-chair approval, juniors. Prerequisite: None.*

Using inquiry-based methods, students explore the principles and concepts of biology with emphasis at the cellular and organismic level. Classes include individual laboratory investigations, small-group work, and student presentations.

BIO 312 Botany

One credit. Fall semester. Open to juniors and seniors. Prerequisite: Biology.*

Lab investigations and greenhouse work supplement a study of plant biology ranging from plant biochemistry to field ecology. Students become familiar with plant structure and physiology. Field collection of plants culminates in an herbarium. Final projects involve student-designed experiments with extensive work in the laboratory.

BIO 313 Ecology and Field Biology

Half credit. Spring semester. Open to juniors and seniors. Prerequisite: Biology.*

This course explores the ecology of various terrestrial and aquatic communities and their characteristic plants and animals. Lab work and fieldwork are emphasized and are supplemented by lecture.

BIO REL 1 Genetics and Ethics

One credit. Open to juniors and seniors. Prerequisite: Biology. Students receive a half credit in religious studies and a half credit in science. See page 23.*

BIO 317 Human Physiology

One credit. Open to juniors and seniors. Prerequisite: Biology.*

This study of the systems of the human body emphasizes the relationship between structure, function, and homeostatic regulation. Lecture presentations are supported by an extensive series of laboratory investigations. Final projects are student designed and explore one organ system in depth.

BIO 511 Advanced Placement Biology

One credit. Open to juniors and seniors. Prerequisites: B+ or above in biology and chemistry. Application and department approval required.*

This college-level course, based on the AP syllabus, studies molecular and cellular biology, physiology, genetics, and evolution. All major topics are accompanied by investigations from the AP syllabus.

CHEMISTRY

The chemistry sequence begins with Chemistry I. Interested students may also choose to take Chemistry II in preparation for the SAT II subject exam in chemistry. Finally, for interested and qualified students, the chemistry sequence ends with CHE 511. Entrance into the Extended Advanced Placement Chemistry course or AP Chemistry course requires application and department approval.

CHE 311 Chemistry I

One credit. Open to juniors and seniors, and, with department-chair approval, sophomores. Prerequisite: Algebra I; Geometry recommended.*

This laboratory-based course is a study of matter and the changes it undergoes. Major topics include atomic structure,

periodicity, and bonding; names, formulas, and reactions of chemical substances; the mole concept, including extensive stoichiometry, thermochemistry, aqueous solutions, kinetic theory, and gas behavior.

CHE 321 Honors Chemistry I

One credit. Open to juniors and seniors with department chair approval. Prerequisites: Grade of A- or better in a high school laboratory-science course and a grade of A- or better in Algebra I and Geometry.*

This is a comprehensive introductory chemistry course. In addition to the topics listed in the description for CHE 311, the following topics will be covered: solution chemistry, kinetics, equilibrium, acid-base chemistry, and other topics as time permits. Successful students will be prepared for the SAT II Chemistry test. Candidates for Honors Chemistry should be accomplished math and science students who are prepared for a fast-paced, intensive science course.

CHE 312 Chemistry II

One credit. Open to juniors and seniors. Prerequisite: Chemistry (a grade of B- or better is recommended).*

Continuation of topics in Chemistry I, which may include, but are not limited to, acid-base chemistry, equilibrium, redox, electrochemistry, nuclear chemistry, organic chemistry, and advanced laboratory techniques.

CHE 331/CHE 511 B Extended Advanced Placement Chemistry

Two credits upon completion of CHE 511B. Yearlong course. Students must be enrolled for both semesters. Open to juniors and seniors. Prerequisites: A- or better in Algebra II and A- or better in prior science courses. All students will be required to take the AP exam in May. Application and department approval required.

This is a two-semester, college-level course intended for students who have had little or no previous high school chemistry. This course follows the AP curriculum and includes introductory material and advanced topics, including chemical equilibria, chemical kinetics, electrochemistry, and basic concepts of thermodynamics. Candidates should be accomplished math and science students who are interested in and prepared for an intensive chemistry course.

CHE 511 Advanced Placement Chemistry

One credit. Prerequisites: Chemistry and a physics course (PHY 211, MAT/PHY 1 and 2, PHY 421, or PHY 511). Application and department approval required.*

This college-level course is intended for those students interested in pursuing a science or engineering major in college. Following the AP syllabus, this course includes an intensive review of first-year chemistry. Additionally, topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, electrochemistry, and the basic concepts of thermodynamics are presented in considerable depth.

ENVIRONMENTAL SCIENCE

ENV 311 Geology

One credit. Open to juniors and seniors. Prerequisite: None.*

This course is designed to be on par with a standard college-level introductory geology course. Students explore the major concepts of physical geology through observation and interpretation, using all of Franklin County as our laboratory. Students begin the semester with a study of the scientific method and the evidence for many of our current theories about geologic time and the formation, structure, and history of the earth. Identification of common minerals and rock types follows, including opportunities for frequent and in-depth field trips to local outcrops. The course concludes with an independent research project of the student's own choosing, or in some years, with a class research project investigating a geologic question of local interest for which no complete answer is known.

ENV 411 Environmental Studies

One credit. Open to juniors and seniors. Prerequisite: Biology. This course does not award laboratory science credit.

Working from a scientific foundation, students are introduced to environmental issues using an interdisciplinary approach. By exploring these issues through the humanities and social sciences as well as the natural sciences, students begin to understand the complexities of people's relationships with the natural world and the challenges we face as individuals, as societies, and as a global community in charting a course for sustainable life on Earth. Topics explored in the course include the relationship of people with the natural world through time; ecology; population biology and human population issues; resource availability and use, including energy resources; pollution and wastes; environmental ethics and environmental law; and loss of biodiversity. Students learn about these topics through readings and discussion, as well as individual and group projects that offer opportunities to pursue personal interests in depth.

ENV 415 Environmental Studies: An International Perspective

One credit. Open to juniors and seniors who are enrolled in a study abroad course. Prerequisite: Biology. This course does not award laboratory science credit.

This course is designed to accompany study abroad programs as a third credit. Students will begin on campus with a general study of environmental principles during the first half of the semester, including ecology, population, water resources, energy, and waste. As the travel portion of their study abroad course approaches, they will prepare for a topic in environmental studies with specific application to their destination country. Once abroad, students will use available resources to deepen their knowledge of their chosen topic and to complete a research project related to the topic. Upon their return to campus, students will finalize their research projects and present their findings in a public forum to conclude the course.

ENV 511 Advanced Placement Environmental Science

One credit. Open to juniors and seniors. Prerequisites: Biology, chemistry, and strong language skills. Application and department approval required.*

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them (or both). This interdisciplinary course embraces a wide variety of topics from different areas of study. Among the many topics covered are ecology, population dynamics, sustainable resource use, air, water, and soil pollutants, and global changes and their consequences. Field research, laboratory exercises in and out of the classroom, and a final project are all incorporated into the AP syllabus.

Related Course

INT 069 International Studies Program: Costa Rica

Spring semester. See page 25.

An international studies program with an environmental science focus. The Costa Rican Environmental Program will allow students to study environmental science issues and basic scientific research techniques in a unique way. They will not only have the opportunity to investigate specific areas of their own choice, but also be able to experience the Costa Rican environment and see firsthand the very issues and topics that they are exploring in the field. Students earn two science credits, one in BIO 413 Tropical Field Biology and the other in ENV 412 Environmental Studies of Costa Rica.

BIO 413 Tropical Field Ecology

One credit. Spring semester. Open to juniors and seniors.

Prerequisite: Biology, a second credit in science, and permission of the instructor. Candidates' qualifications are assessed in terms of level of academic achievement, maturity, and ability to work independently and within a group.

This course will focus on the skills and knowledge necessary to complete original research in Costa Rica. Topics explored in the course include forest structure, life zones, common organisms, ecosystems, biodiversity, evolution, and sampling and research techniques. Students will learn about these topics through readings, discussion, and lecture, as well as hands on projects that offer opportunities for individual research.

ENV 412 Environmental Studies of Costa Rica

One credit. Spring semester. Open to juniors and seniors.

Prerequisite: Biology, a second credit in science, and permission of the instructor. Candidates' qualifications are assessed in terms of level of academic achievement, maturity, and ability to work independently and within a group setting. This course does not award laboratory science credit.

This course will give the students an introduction to environmental studies with a focus on specific topics related to Costa

Rica. Topics explored in the course include the relationship of people with the natural world, ecology, population biology and human population issues, resource availability and use, including energy resources; pollution and wastes, environmental ethics, and loss of biodiversity. Students learn about these topics through readings and discussion, as well as individual and group projects that offer opportunities to pursue personal interests in depth.

PHYSICS

The physics sequence begins with physics for ninth graders. Entering juniors and seniors may elect PHY 421, or, if qualified, PHY 511 and PHY 611. The higher the number of the course, the more rapidly students move through topics and the greater the demand for mathematical sophistication. The PHY 511 course, for instance, is a college-level course, which covers, in a single semester, the same topics as both PHY 211 and PHY 421. The sequence ends with PHY 611, a calculus-based course. Entrance into PHY 421 and the AP physics courses (PHY 511 and PHY 611) requires department approval.

MAT/PHY 1 Introductory Physics with Algebra I (part one)

MAT/PHY 2 Introductory Physics with Algebra I (part two)

Two credits upon completion of MAT/PHY 2, one in science and one in mathematics. Open to ninth graders. Prerequisite: None.*

The ninth-grade Physics with Algebra I course introduces students to the concepts of physics as they learn and apply the tools of algebra. Topics in physics include motion in one and two dimensions, heat, electricity, radiation, and energy. Each topic is integrated into the standard Algebra I sequence. Laboratory experiments and research projects supplement the topics, and technology is used extensively. Those taking a math course other than Algebra I should enroll in PHY 211.

PHY 211 Physics

One credit. Open to ninth graders who have completed Algebra I and sophomores who have completed biology. Prerequisite: Algebra I.*

This course is designed for ninth graders who have already completed Algebra I and sophomores who have already taken biology. The course is the study of various forms of energy, including mechanical energy, thermal energy, wave and sound energy, light energy, and electrical energy. Students develop problem-solving skills and use laboratory experiments and projects to investigate these topics.

PHY 413 Physics Research

One credit. Open to juniors and seniors. Prerequisites: Algebra II and a course in high school physics.*

Students strengthen their ability to develop and conduct scientific investigations. Starting with the review and study of standard methods of conducting physics experiments, students then do research to design their own projects, applying their understanding of physics concepts and investigative skills. Possible individual or group projects could include exploratorium displays, interactive exhibits, and sponsored science competitions.

PHY 421 Physics II

One credit. Open to juniors and seniors. Prerequisite: Algebra II. Department approval required.*

This course is intended as an intensive introduction to physics for students with a strong background in mathematics, and/or students who have had previous coursework in physics. Topics include one- and two-dimensional motion, Newton's laws, momentum, energy, gravitation, planetary motion, and relativity. This course is designed for the student who intends to continue his or her study of physics or chemistry in college-level courses, including advanced placement courses at NMH.

PHY 511 Advanced Placement Physics (B)

One credit. Open to juniors and seniors. Prerequisites: Precalculus and a previous high school physics course. Application and department approval required.*

This course uses a college-level text and follows the AP Physics B syllabus to cover the main principles of physics at an accelerated pace. An emphasis on problem-solving ability and a strong foundation in physics topics prepare students who wish to study science in college.

PHY 611 Advanced Placement Physics (C)

One credit. Open to juniors and seniors. Prerequisites: A calculus course and a previous high school physics course. Application and department approval required.*

This college-level course is intended for science and engineering majors and follows the AP Physics C syllabus. Two major topics, mechanics and electricity/magnetism, are covered intensively. This course strongly emphasizes problem solving using calculus and other mathematical tools, as well as technology and laboratory investigations where appropriate.

WORLD LANGUAGES

The goal of the world languages program is to provide high-quality language training to all students. In each language, we teach the skills of speaking, aural comprehension, reading, and writing. Teachers strive at all levels to engage students in the use of the target language for self-expression and communication. Teachers also provide insights into the social patterns, value systems, traditions, and cultures of the people whose language they are teaching.

At all levels, the target language is used extensively in the classroom. Oral proficiency is developed through the use of communicative activities. Reading is done not only for content and meaning, but also as a basis for oral discussion and writing. Controlled exercises in the structure of the language and free composition provide additional writing experience. Digital laboratories and computers are available for testing, in-class drill, homework assignments, and review. Study at the introductory level is available in Arabic. Study through the advanced level is offered in Chinese, French, Latin, Russian, and Spanish. Advanced courses further develop linguistic skills while also focusing on the culture and literature of the countries where the language is spoken.

In addition to choosing from world languages offerings at NMH, students have the opportunity to participate in language programs to China, France, Costa Rica, and Uruguay. These programs are administered by the Center for International Education and led by departmental members.

ARABIC

ARA 111 Beginning Arabic

One credit. Prerequisite: None. Open to Seniors and post-graduates only.

This is a beginning course in Arabic, designed for students with no significant background in the language. The primary goal of this course is to present students with the basic elements of the Arabic language. Students will study the fundamental structures and vocabulary necessary for an introduction to Arabic. Oral, aural, and written skills acquisition will be emphasized. Students will also be introduced to cultural components of the Arab world.

CHINESE

CHI 111 Chinese I

One credit. Prerequisite: None.

This is a beginning course in modern Mandarin Chinese, designed for students with no significant background in the language. The goal of this course is to help students develop functional communication in spoken and written Mandarin Chinese. The curriculum is designed to assist students to gain linguistic, social, and cultural background knowledge of the Chinese language, and develop various strategies and study habits to strengthen oral and written skills. The study of Chinese culture is also introduced. Pinyin (Mandarin Romanization) and Chinese characters are taught. Students learn to communicate about daily life and other topics of interest.

CHI 211 Chinese II

One credit. Prerequisite: CHI 111. Placement based on screening process.

This course builds upon the foundation of Chinese I. The goal is to help students increase their vocabulary, broaden their knowledge of grammar, and be better able to use their Chinese in everyday situations. The curriculum is designed to enhance the accuracy of students' pronunciation, to develop understanding of the etymology and basic structures of Chinese characters, to foster effective study habits for developing oral and written skills, and to build independence in the use of conversational Chinese. Besides developing functional language (such as that used for shopping, giving directions, etc.), students will increase their vocabulary by learning to use Chinese dictionaries.

CHI 311 Chinese III

One credit. Prerequisite: CHI 211. Placement based on screening process.

Building upon the foundation of Chinese II, the goal of the course is to enhance the use of Mandarin in more complex situations. Students' listening and speaking opportunities will be increased through the use of a broader range of materials beyond that of the textbook. Student interests in Chinese culture will be fostered through work on a translation project. Students review and practice written composition and Chinese dictionary skills through creative writing. The class will be conducted mostly in Chinese, with Chinese films and written cultural material increasingly incorporated into the curriculum.

CHI 411 Chinese IV

One credit. Prerequisite: CHI 311. Placement based on screening process.

This advanced course is conducted in Chinese. The objective of the course is to move students from controlled speaking situations to more independent, free speaking on a variety of topics including social events and issues. More complex sentence structures will be introduced, allowing students to discourse on broader topics. Students are given opportunities to explore their interests in Chinese culture and language and give presentations on their research. Projects such as skits and short plays will be incorporated into the class.

CHI 511 Chinese V: Advanced Placement Chinese Language

One credit. Prerequisite: CHI 511. Placement based on screening process.

This course is designed for students who want to study Chinese language and culture beyond Chinese IV. It is also for students who want to study for the AP Chinese test. Materials will cover various areas to allow students to develop a deeper understanding of Chinese culture, history, and society, as well as more training on the four language skills (reading, writing, listening, and speaking).

*Related Course***REL 413 Eastern Religions**

See page 23.

HIS 418 Asia Rising

See page 22.

FRENCH**FRE 111 French I**

One credit. For students who have never studied French, as well as for those whose skills are not strong enough for FRE 211. Prerequisite: None.

This introductory course presents the elementary structures and basic vocabulary of the language and begins training in oral-aural skills, reading, and writing. Communicative activities, including the use of video and computers, teach common functions such as how to greet and introduce, express likes and dislikes, describe and compare, and provide and obtain information in a culturally appropriate way.

FRE 211 French II

One credit. Prerequisite: FRE 111. Placement based on screening process.

This course furthers language skills introduced in French I and promotes a broader understanding of French culture. Communicative activities, including the use of video and computers, are designed to help students become more proficient in oral-aural skills. Short reading selections, including the use of authentic documents in French, foster improved comprehension of the written word. Student writing focuses on personal experiences and other high-interest, familiar topics.

FRE 221 Honors French II

One credit. Prerequisites: FRE 111. Placement based on screening process.

This enriched course for students who have demonstrated keen interest and ability in language study is similar in content to FRE 211 but explores topics in greater detail.

FRE 311 French III

One credit. Prerequisite: FRE 211. Placement based on screening process.

This course is designed to complete the study of all the basic structures of the language, to strengthen the student's active com-

mand of the spoken and written language, and to develop the skill of reading through a variety of materials and genres. Focus is not only on personal experiences and other familiar, high-interest topics, but also on issues and events beyond the self.

FRE 321 Honors French III

One credit. Prerequisite: FRE 211 or FRE 221. Placement based on screening process.

This enriched course for students who have demonstrated keen interest and ability in language study is similar in content to FRE 311, with greater linguistic sophistication expected of students.

FRE 411 French IV: Contemporary Issues in the French-Speaking World

One credit. Prerequisite: FRE 311 or FRE 321. Placement based on screening process.

This course permits students with intermediate or advanced competencies in French to explore a wide range of social and political themes such as cultural differences, immigration policies, various forms of bias, education, and environmental issues. Students work with authentic materials in French taken from periodicals, radio and television broadcasts, the World Wide Web, feature films, and literature. These materials come from different regions of the French-speaking world.

FRE 421 Honors French IV

One credit. Prerequisite: FRE 311 or FRE 321. Placement based on screening process.

This enriched course for students who have demonstrated keen interest and ability in language study is similar in content to FRE 411, with greater linguistic sophistication expected of students.

FRE 511 French V: Advanced Placement French Language

One credit. Prerequisite: Placement based on screening process.

This course is dedicated to the study of contemporary French society and its evolution during the past century. We will look at the changes in family dynamics, in the educational system, in youth, and in society in general. We will also examine colonization in order to understand its continuing influence in the French-speaking world. We will use excerpts from books, newspapers, magazine articles, films, documentaries, and music. We will examine the work of writers, journalists, singers and artists. Through their work, we will discuss their views on historical and current social events.

*Related Course***INT 061 International Studies Program: France**

See page 25.

CLASSICAL STUDIES/LATIN

Classical studies is an interdisciplinary field embracing every aspect of the cultures of ancient Greece and Rome and the formidable influence of those cultures on the subsequent development of Western civilization. Classical studies provides valuable insight into the ways in which the past has shaped the world's present

languages, literature, religions, political and scientific thought, and artistic traditions.

The classical language Latin has a special position in the development of Western culture and civilization. Many of the words used in modern European languages are rooted in this ancient tongue. Terminology in many fields of endeavor are borrowed from Latin, and ancient Greek and Roman mythology and literature stand behind many more recent creative works. In all Latin courses, connections are sought between ancient and modern times, and students are provided the opportunity to find their own connections through independent research.

LAT 111 Latin I

One credit. Prerequisite: None.

This course begins the basics of Latin grammar and syntax in a reading-based program. The acquisition of study skills necessary to master the forms and vocabulary of the language is emphasized. Using the *Ecce Romani* texts, students learn the first three declensions and the present, imperfect, and perfect verb tenses. Classroom instruction and independent projects introduce the students to the history and culture of the ancient Romans. This course prepares the student for Latin 211 but can also be viewed as a stand-alone introduction to the formal study of language and to ancient Roman and Greek cultures. A section of the course includes work on vocabulary building, emphasizing the presence of Greek and Latin roots in English words.

LAT 211 Latin II

One credit. Prerequisite: LAT 111.

This course continues the study of Latin grammar and syntax begun in Latin I. Continuing in *Ecce Romani*, students learn the fourth and fifth declensions, the future, pluperfect, and future perfect tenses, and the passive voice. The development of reading skills and further study of Roman history and culture are emphasized.

LAT 311 Latin III

One credit. Prerequisite: LAT 211.

This course completes the study of Latin grammar and syntax, including the subjunctive constructions and indirect statement. The development of reading skills and further study of Roman history and culture continue to be emphasized. At the end of the course, students begin reading poetry and unadapted selections from Roman history.

LAT 411 Latin IV

One credit. Prerequisite: LAT 311.

This course includes a complete review of Latin grammar and syntax and begins the serious reading of Latin literature. Selections focus on the turbulent history of the first century BC, leading to readings such as Cicero's political and philosophical works. Students pursue independent research to strengthen their knowledge of Roman life and literature.

LAT 511 Advanced Placement Latin: Vergil

One credit. Prerequisite: LAT 411. Placement based on screening process.

A close reading of passages from Vergil's *Aeneid* forms the basis of a literary analysis of one of the most important works in literature, while developing the student's ability to read Latin at sight. Portions not read in Latin are read in translation so students can appreciate the structure of the epic as a whole.

Related Courses

ENG 441 Senior English (Ancient Epic) See page 18.

RUSSIAN

RUS 111 Russian I

One credit. Prerequisite: None.

This course emphasizes oral proficiency and listening comprehension with secondary focus on reading and writing. Students learn to handle basic communicative situations and provide information about themselves, family, school, community, hobbies, and other topics of interest. The study of Russian culture through videos, films, and selected readings is an integral part of the course.

RUS 211 Russian II

One credit. Prerequisite: RUS 111. Placement based on screening process.

Development of all four of the basic language skills—speaking, listening, reading, and writing—is emphasized in this course. Students strive for accuracy while focusing on the ability to communicate in varied contexts. The study of Russian culture and history through videos, films, and selected readings is an integral part of the course.

RUS 311 Russian III

One credit. Prerequisite: RUS 211. Placement based on screening process.

This course focuses on the ability of students to express opinions and emotions and make cultural comparisons as they work toward mastery of complex grammar points. Reading and writing skills are emphasized to a greater extent than at earlier levels. Digital media, cultural videos, and feature-length films are used extensively.

RUS 411 Russian IV

One credit. Prerequisite: RUS 311. Placement based on screening process.

This advanced course uses a variety of materials designed to give students a better understanding of Russian culture, as well as deeper knowledge of Russian grammar and an ever-expanding vocabulary. Students continue to work on oral and written proficiency, focusing on narration and description. A beginning study of Russian literature, including poetry and short stories, as well as analysis and discussions of culturally significant films, is part of the course.

SPANISH

SPA 111 Spanish I

One credit. Prerequisite: None.

This course covers many of the structures of Spanish and provides beginning training in reading, writing, and oral-aural skills, while introducing Hispanic cultures. Communicative activities, video, and computer activities are designed to help students become more proficient in present-tense usage.

SPA 121 Honors Spanish I

One credit. Prerequisite: Previous language experience. Placement based on screening process.

This enriched course is for motivated students who have had previous successful study of Spanish (one or two years at the junior high or high school level) or another second language, but who are not quite ready for Spanish II at our school. The course provides beginning training in reading, writing, and oral-aural skills, while introducing Hispanic cultures. Oral skills are emphasized and topics are explored in greater detail.

SPA 211 Spanish II

One credit. Prerequisite: SPA 111 or SPA 121. Placement based on screening process.

This course continues the development of the four basic language skills (reading, writing, listening, and speaking in both present and past tenses) and of multicultural awareness.

SPA 221 Honors Spanish II

One credit. Placement based on screening process.

This enriched course for students who have demonstrated their ability and interest in the study of the Spanish language is similar to SPA 211, except that students generally do more reading, writing, speaking, and other proficiency-oriented activities in class.

SPA 311 Spanish III

One credit. Prerequisite: SPA 211 or SPA 221. Placement based on screening process.

This course emphasizes self-expression through conversation, composition, and many interpersonal communication activities. A study of stories and poems with a multicultural perspective is combined with a complete review of basic Spanish grammar and an introduction to more advanced grammar concepts.

SPA 321 Honors Spanish III

One credit. Placement based on screening process.

This enriched course for students who have demonstrated ability and interest in language study is similar to SPA 311, except that students do more reading, writing, speaking, and other proficiency-oriented activities in class.

SPA 411 Spanish IV

One credit. Prerequisite: SPA 311 or SPA 321. Placement based on screening process.

This advanced language course focuses on Spanish grammar and conversation and introduces a number of readings in Hispanic civilization and literature.

SPA 412 Spanish IV/Service-learning Project

One credit. Prerequisite: SPA 311 or SPA 321. Placement based on screening process.

This advanced language course combines the study of the language and culture of Hispanic civilization with the teaching of the language to students of a local elementary school.

SPA 421 Spanish IV Honors

One credit. Prerequisite: SPA 321. Placement based on screening process.

This enriched course focuses on composition, conversation, and culture, with a complete review of Spanish grammar. Students will be introduced to a number of Hispanic authors through various readings on Hispanic civilization and literature.

SPA 501 Spanish V: Modern Hispanic Cultures

One credit. Prerequisite: Open to juniors or seniors upon completion of SPA 411 or SPA 421, and/or native or near-native ability in Spanish. Placement based on screening process.

This course is designed to meet the needs of those students who wish to continue their study of Spanish at the fifth-year level, but who may not wish to take the AP course. The focus of the course is on 20th- and 21st-century Hispanic culture via a survey of Hispanic literature, cinema, and pop culture. Authors studied will include García Márquez, Rulfo, Quiroga, Allende, Lorca, Neruda, Ibarbourou, and other representatives of the prose, poetic, and theatrical genres. Although the main emphasis of this course is on conversation and writing, certain topics of grammar will be reviewed/introduced.

SPA 511 Spanish V: Advanced Placement Spanish Language

One credit. Open to juniors and seniors. Prerequisite: Selection based on application process.

This course is designed to review, enhance, and perfect all the skill areas that students have been developing since the beginning of their Spanish study. Specifically it concentrates on developing the ability to read authentic texts, write with appropriate vocabulary, syntax, and grammatical structures, listen to native conversation with advanced comprehension, speak with near native speed using appropriate syntax, and interpret and understand Hispanic cultural phenomena. The course prepares the students for the Spanish Advanced Placement Language Examination.

Related Courses

INT 074 International Studies Program: Uruguay

See page 25.

INT 069 International Studies Program: Costa Rica

See page 25.

PHYSICAL EDUCATION AND ATHLETICS

The physical education and athletics program (PE/A) at Northfield Mount Hermon is an integral part of the total educational process. The curriculum is dedicated to offering each student, regardless of ability, the opportunity to experience meaningful growth, accomplishment, and success at his or her own skill level. Through both competitive and noncompetitive learning experiences, the program seeks to develop in each student:

- health and the ability to create a personal physical fitness program;
- desire to establish a lifelong pattern of daily physical exercise;
- knowledge and appreciation of the human body;
- skillful and effective movement;
- self-confidence and positive social interaction;
- activities to enhance creative use of leisure time;
- opportunity to participate as a member of an athletic team.

Ninth- and tenth-grade students participate in at least one athletic activity each year. Any term that a ninth or tenth grader is not in an athletic activity, he or she will take a physical education class.

Juniors, seniors, and postgraduate students participate in one athletic activity and take two physical education classes or participate in two athletic activities with no physical education class required the third term.

Athletic activity is defined as an interscholastic team sport or participation in the NMH Outdoor Team or Dance Companies. PE classes can include dance classes and managing a sport.

The PE/A requirement may be met through managing a sports team for one term, but only after the first term of enrollment at NMH. Students who want to manage a second term also must take a physical education course that term.

Junior, senior, and postgraduate students are allowed one term of exemption from physical education each year to pursue, with the approval of the

department or program involved, a significant program in the arts. Students are not eligible for this exemption during their first term at NMH, if they are studying abroad (not senior seminars) during the year in question, or if they earned less than “satisfactory” in PE the preceding term.

There is a one-time \$65 fee for NMH athletic travel attire.

Student Class Dress

- A. Appropriate gym shorts, T-shirt, socks, and sneakers are required for all physical education classes. Some equipment may be purchased at the bookstore. In cold weather, warm-up suits, sweatshirts, or heavy sweaters may be added for outdoor activities.
- B. Outdoor clothes, socks, and sneakers are required for outdoor courses.
- C. One-piece nylon or Lycra tank suits are required for all swimming activities. A bathing cap is required for any student whose hair comes below the level of the earlobes or is long in front.
- D. For safety reasons, jewelry (including earrings) should not be worn in class. For the same reason, long hair should be tied back.

PHYSICAL EDUCATION

Some physical education classes are offered every term, whereas others are offered “in season” or based on facilities, staffing, and student interest.

Underclass Physical Education Opportunities

Interscholastic Athletics See page 37

Dance Class and Dance Companies See page 10

Outdoor Team See page 38

PEC 101 Physical Education

The physical education classes are fitness-based and focus on learning and practicing lifelong activities. Each term, students are given the option of several different classes from which to choose in the PE period assigned on their schedule. These options include, but are not limited to, the following: aquatic activities, aerobics, badminton and beginning tennis, fencing, floor hockey, golf, ice skating, indoor soccer, intermediate/advanced badminton, intermediate/advanced tennis, soccer, softball, Ultimate Frisbee, volleyball, yoga, basketball, personal fitness, strength training, and biking and canoeing.

PEC 101M Physical Education Mini

This minicourse is mandatory for all students not on a winter athletic team. The course will meet three times a week immediately following Thanksgiving break until the end of the first semester. Students who were in a fall physical education class will take the minicourse during the same period as their fall

physical education class. Fall athletes, students who took a fall outdoor class, and students who met their fall PE/A requirement via a dance option will be assigned to a new period for this minicourse.

The course will consist of various large-group fitness activities that are not normally offered in other physical education fitness classes. Students will be introduced to and tested for the five fitness-related components: muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition. In addition there will be a nutrition education component to the class.

Upperclass Physical Education Opportunities

Interscholastic Athletics *See below*

Dance Class and Dance Companies *See page 10*

Outdoor Education Program Electives *See page 38*

Recreational Skiing and Snowboarding *See below*

PEC 101 Physical Education

PEC 101M Physical Education Mini

(See description above)

PEC 214 Recreational Skiing

Winter term. Prerequisite: None. Not open to ninth graders unless also taking a PE. Fee: Approximately \$500.

Registration for this course, open to all levels of skiers, is limited. The fee covers transportation, lift ticket, and three lessons. Class meets Wednesday afternoons and Saturdays. Students must provide their own equipment. Rentals are available. Dryland activities when mountain is closed.

PEC 224 Recreational Snowboarding

Winter term. Prerequisite: None. Not open to ninth graders unless also taking a PE. Fee: Approximately \$500.

Registration for this course, open to all levels of boarders, is limited. The fee covers transportation, lift ticket, and three lessons. Class meets Wednesday afternoons and Saturdays. Students must provide their own equipment. Rentals are available. Dryland activities when mountain is closed.

PEC 523 Advanced Conditioning

Prerequisite: PEC 101 or one term of varsity athletics and permission of the instructor.

This course is designed for the off-season or preseason athlete. This is an advanced-level course that will focus on athletic enhancement. Strength training, cardiovascular training, flexibility, speed development, and power enhancement will be included. Students will be expected to follow the instructor's workout program.

PEC 940 PE Independent Study

Prerequisite: Application process.

The PE independent study option is designed to give a limited number of students an opportunity to pursue a special interest in an activity that is not offered in the NMH curriculum, or to continue work in a pursuit in which their achievement and

experience place them above the level that is offered within the curriculum. Forms for requesting an independent study in PE are available in the gym office and are due in the PE office a week prior to the end of the preceding semester. This option is not available to students during their first semester at NMH or to students in an international studies program.

ATHLETICS

Positions on varsity teams are open to all students on a tryout basis. Athletes selected for a team may not change their PE/A assignment from a team activity to a physical education class except during the two-week period beginning with the first day of tryouts. Athletes are allowed to change assignments after the two-week period only for verified medical or psychological reasons.

Eligibility for membership on teams is based on the following policies:

1. All students are eligible for varsity teams.
2. Postgraduates and seniors are not eligible for junior-level teams.
3. Seniors are eligible for junior varsity teams with the approval of the athletic director, who will consult with the coach prior to making a decision.
4. The following sports limit the number of postgraduates on the team: boys varsity soccer, varsity football, boys varsity ice hockey, boys varsity basketball, varsity baseball, and boys varsity lacrosse.

Coeducational Athletics

Winter Term

- ATC 294 Varsity and Junior Varsity Alpine Skiing
- ATC 295 Varsity and Junior Varsity Nordic Skiing
- ATC 134 Junior Varsity Swimming

Spring Term

- ATC 247 Varsity Golf
- ATC 237 Junior Varsity Golf

Girls Athletics

Fall Term

- ATG 244 Varsity Cross-Country
- ATG 234 Junior Varsity Cross-Country
- ATG 643 Varsity Field Hockey
- ATG 633 Junior Varsity Field Hockey
- ATG 623 Thirds Field Hockey
- ATG 611 Varsity Regatta
- ATG 647 Varsity Soccer
- ATG 637 Junior Varsity Soccer
- ATG 627 Thirds Soccer
- ATG 649 Varsity Volleyball
- ATG 639 Junior Varsity Volleyball

Winter Term

ATG 642	Varsity Basketball
ATG 632	Junior Varsity Basketball
ATG 622	Thirds Basketball
ATG 645	Varsity Ice Hockey*
ATG 635	Junior Varsity Ice Hockey*
ATC 294	Varsity and Junior Varsity Alpine Skiing
ATC 295	Varsity and Junior Varsity Nordic Skiing
ATG 144	Varsity Swimming
ATC 134	Junior Varsity Swimming

*Skate sharpening fee of \$3 per sharpening.

Spring Term

ATG 243	Varsity, Junior Varsity, and Thirds Crew
ATC 247	Varsity Golf
ATC 237	Junior Varsity Golf
ATG 646	Varsity Lacrosse
ATG 636	Junior Varsity Lacrosse
ATG 648	Varsity Softball
ATG 638	Junior Varsity Softball
ATG 296	Varsity Tennis
ATG 286	Junior Varsity Tennis
ATG 297	Varsity and Junior Varsity Track and Field
ATG 610	Ultimate Frisbee
ATG 146	Varsity Water Polo

Boys Athletics**Fall Term**

ATB 244	Varsity Cross-Country
ATB 234	Junior Varsity Cross-Country
ATB 644	Varsity Football
ATB 634	Junior Varsity Football
ATB 611	Varsity Regatta
ATB 647	Varsity Soccer
ATB 637	Junior Varsity Soccer
ATB 617	Thirds Soccer
ATB 146	Varsity Water Polo

Winter Term

ATB 642	Varsity Basketball
ATB 632	Junior Varsity Basketball
ATB 612	Thirds Basketball
ATB 645	Varsity Ice Hockey*
ATB 635	Junior Varsity Ice Hockey*
ATC 294	Varsity and Junior Varsity Alpine Skiing
ATC 295	Varsity and Junior Varsity Nordic Skiing
ATB 144	Varsity Swimming
ATC 134	Junior Varsity Swimming
ATB 298	Varsity and Junior Varsity Wrestling

*Skate sharpening fee of \$3 per sharpening.

Spring Term

ATB 243	Varsity, Junior Varsity, and Thirds Crew
ATB 641	Varsity Baseball
ATB 631	Junior Varsity Baseball
ATC 247	Varsity Golf
ATC 237	Junior Varsity Golf
ATB 646	Varsity Lacrosse
ATB 636	Junior Varsity Lacrosse
ATB 626	Thirds Lacrosse
ATB 296	Varsity Tennis
ATB 286	Junior Varsity Tennis
ATB 297	Varsity and Junior Varsity Track and Field
ATB 610	Ultimate Frisbee
ATB 649	Varsity Volleyball
ATB 639	Junior Varsity Volleyball

THE OUTDOOR EDUCATION PROGRAM

The mission of the NMH Outdoor Education Program (OEP) is to enrich the academic, residential, and athletic programs at NMH by providing adventure and instruction in the exploration of the outdoors. An outdoor team and specialized outdoor classes lead students to new levels of personal responsibility and achievement as well as an appreciation of the natural world. OEP instructors are further charged with infusing their students with skills and enjoyment that promote different outdoor pursuits as lifelong recreational opportunities.

The foundation of the outdoor program is made up of the NMH Outdoor Team (ATC 317) which meets fall and spring terms, and the physical education classes devoted to specific outdoor activities: Sailing, Mountain Biking (PEC 324), Rock Climbing, Canoeing, and Recreational Bicycling (PEC 304). The outdoor team satisfies the athletic team requirement for any grade level, and the outdoor activity classes meet any physical education class requirement in a given term. These activity classes are subject to instructor availability. Also, regularly scheduled physical education classes may be informed with a choice of outdoor activities that are seasonally appropriate.

OUTDOOR OUTREACH

The OEP plays a significant role with orientation, leadership training, and student activity opportunities at NMH. At the beginning of each school year, the ninth-grade orientation program revolves around the outdoor world. Ninth graders spend their first night at the school in tents while orienting to campus life, and take part in hiking, canoeing, and bicycling as part of the orientation process. This orientation is also a significant leadership opportunity for many of the school's student leaders who have honed their leadership skills with activities, initiatives, and their own orientation in the outdoors. Toward the end of spring term, the OEP facilitates the Adventure Challenge, an on-campus race using bicycling, canoeing, and orienteering skills for two-person student/faculty and four-person student leader teams. In the fall and spring terms, OEP coordinates Hogger disc golf tournaments for the NMH community. Outdoor instructors are also available to supervise independent physical education studies, to oversee student club activities such as canoeing and cross-country skiing, and to facilitate any outdoor experience a classroom teacher may have in mind.

EQUIPMENT AND CLOTHING

NMH provides all of the equipment needed to participate safely with the outdoor team and the specialized activity classes. Industry-approved equipment such as canoes, personal flotation devices, dry suits, climbing ropes, harnesses, snowshoes, and sleeping bags are provided for student use. Students are required to be adequately equipped with clothing and footwear as advised for the season.

SAFETY

While OEP classes emphasize adventure, exploration, and fun, safety is the foundation on which all activities are built. Two instructors accompany each off-campus activity. At least one of the instructors will have an advanced medical certification such as Wilderness First Responder. Instructors carry a cell phone and first-aid kit on all off-campus trips, and each mountain bike instructor also carries a two-way radio. All instructors are committed to an OEP policy and protocols agreement that promotes safety-first considerations in all decision making.

OUTDOORS & PE/A

The OEP is administered as part of the physical education and athletics (PE/A) department. OEP instruction is provided by a program director/instructor and an instructor, both of whom are members of the PE/A department. Both instructors are graduates of the yearlong Outdoor Leadership Program at Greenfield Community College, and hold current certifications from organizations such as the American Canoe Association and Wilderness Medical Associates. The outdoor instructors are assisted from time to time by faculty with activity-specific experience and expertise.

Specialized outdoor classes satisfy the PE/A and cocurricular course requirements in the term they are taken.

PHILOSOPHY

All outdoor instruction at NMH shares a common philosophy of promoting a connection to the land, and a respect for the natural world and each other.

ATC 317 The Outdoor Team

Selection for the outdoor team (OT) satisfies a student's interscholastic sports requirement for the year, and the cocurricular requirement in the term it is taken. The OT meets fall and spring terms with instruction and activities programmed six days a week, as per a regular sport team schedule. Two hour classes are instructed Monday, Tuesday, Thursday, and Friday; extended time is devoted to activities on Wednesday and Saturday afternoons. Some flexibility of time may be needed when overnight trips, one in each term, are programmed. Activities will include rock climbing, sailing, bicycling (road and mountain), and camping with associated outdoor skills. Students are eligible to take the class once per academic year, and it is open to all grade levels of students.

PEC 304 Recreational Bicycling

Spring term. Prerequisites: Liability waiver, approved bicycle, and permission of the instructor.

Recreational bicycling is available to students of all cycling experience levels; novice, intermediate or advanced. Students are encouraged to provide their own bicycles, but the school has some bicycles to loan to students who do not have one (repairs, maintenance, and tuning will be the responsibility of the borrower). Riding techniques, bicycle design, maintenance, emergency repairs, and developing a pre-ride, safety-check system are among the topics of instruction. Stamina and strength will be developed during the term to promote safe riding and healthy physical exercise. Programming sites will include established bicycle trails such as the Norwottuck Rail Trail and rural roads in the vicinity of the school campus. Major roads such as Routes 10 and 63 may need to be traversed for access purposes. The class will meet three times a week for 90 minutes at a time. This class satisfies both the PE/A and minor course requirement for the term.

PEC 324 Mountain Biking

Fall term. Prerequisites: Liability waiver, approved mountain bike, and permission of the instructor.

This class is open to students of all ability levels: novice, intermediate, or advanced. Biking techniques, bicycle maintenance, and emergency repairs are among the topics of instruction. Stamina and strength will be developed during the term to promote safe but strenuous rides. Students are encouraged to supply their own bicycles, but the school has bicycles available to students who do not own one (repairs, maintenance, and tuning will be the responsibility of the borrower). Programming sites utilized are on the Northfield Ridge in east Northfield, on Satan's Kingdom at west Northfield, and on approved biking trails at Northfield Mountain. The class meets twice a week; one class is three hours and the other two hours. A Saturday day trip may be required to give students an experience of a competitive event. The class satisfies both the PE/A and minor course requirements for the term.

TENTH-GRADE HEALTH SEMINAR

HEA 010 Tenth-Grade Health Seminar: Health and Wellness

Required for all tenth graders. Qualified students may apply to test out with permission of the director of student services.

This course considers issues related to adolescent health and healthy development. Students explore many of the following topics: adolescent development; relationships; sexual development; sexual responsibility and decision making; gender identity; contraception; sexually transmitted infections; sexual harassment; violence and prevention; body image; nutrition; use and abuse of alcohol, tobacco, and other drugs; stress; personality and self-esteem; and physical and emotional health. Emphasis on self-awareness and healthy decision making is evident throughout the course, with “guiding questions” used to frame each section. Students examine the role of popular culture and the impact of the media in their lives and in their decision making. Students are expected to participate regularly in class discussions, give presentations, and write frequently.

COCURRICULAR AND EXTRA-CURRICULAR OPTIONS

The cocurricular requirement supports student involvement beyond the challenges of their major academic courses. There are five broad categories of activities:

- athletics and outdoor education
- performing and visual arts activities
- outreach activities
- significant school leadership opportunities
- activities which represent the school.

Participation requirements are specific to the student’s grade level, as described below. Students can meet the requirement in a semester either by taking one full cocurricular activity or two half cocurricular activities (see list next page). Students may opt to participate in more activities as their interests and schedules allow.

For ninth- and tenth-grade students: In each of the three terms students will meet the cocurricular requirement, choosing an athletic team commitment in at least one of the three terms.

For 11th-grade, 12th-grade and postgraduate students: In two out of the three terms, students will meet the cocurricular requirement, choosing an athletic team commitment in at least one of the two terms.

Cocurricular and extracurricular offerings will be scheduled by terms in order to fit with our athletic seasons. Most will be scheduled between 4 PM and 8 PM. Cocurriculars may also be scheduled Saturday mornings or Sunday afternoons. Participation in one of the following full cocurricular activities or two of the half cocurricular activities fulfills the requirement for one term:

FULL COCURRICULAR OPTIONS

ATB XXX	BOYS’ ATHLETIC TEAM
ATG XXX	COED ATHLETIC TEAM
ATC XXX	GIRLS’ ATHLETIC TEAM
ART 003	CLAY*
ART 008	WATERCOLOR*
ART 014	LANDSCAPE DRAWING*
ART 022	DRAWING*
ART 033	PRINTMAKING*
ART 035	PASTEL DRAWING*
CHB 001	CAMPUS HEARING BOARD
CMP 006	RCC TRAINING
DAN 002	NMH DANCE COMPANY*
DAN 005	JUNIOR DANCE COMPANY*
DAN 004	JAZZ DANCE WORKSHOP*
DAN 010	INTER. BALLET WORKSHOP*
DAN 019	BEGINNING BALLET WORKSHOP*
DAN 022	JAZZ TAP WORKSHOP*
MIS 005	MANDALA
MIS 014	GEMINI
MIS 133	THE BRIDGE
MIS 201	GREEN CUP CHALLENGE
MIS 202	ECOLEADERS
MUS 006	CONCERT BAND*
MUS 007	CONCERT CHOIR*
MUS 008	SYMPHONY ORCHESTRA*
MUS 012	CONCERT BAND/JAZZ ENSEMBLE*
MUS 811	CHAMBER ORCHESTRA*
MUS 812	SELECT WOMEN’S ENSEMBLE*
MUS 813	NMH SINGERS*
MUS 814	WORLD MUSIC COMBO*
OUT 003	ANIMAL SHELTER
OUT 015	NURSING HOME
OUT 026	GREENFIELD FAMILY INN
OUT 040	COURTHOUSE VOLUNTEER
OUT 053	GREAT FALLS DISCOVERY CENTER
OUT 060	FRANKLIN MEDICAL CENTER
OUT 064	THERAPEUTIC RIDING CENTER
OUT 096	HABITAT FOR HUMANITY BOARD
STU 010	MODEL UNITED NATIONS
STU 131	HOGAPPELLA
THE 099	THEATER PRODUCTION ROLE
THE 128	STAGECRAFT*

HALF COCURRICULAR OPTIONS

MAT 021	MATH COMPETITION PREP
MIS 056	WNMH Board of Directors
MIS 057	WNMH DJ
MIS 092	DEBATE TEAM

OUT 001	NMH Outreach Board
OUT 002	BIG BROTHER/BIG SISTER
OUT 007	CHILDREN'S FUN GROUPS
OUT 008	COMMUNITY MEALS
OUT 014	NMH NURSERY SSCHOOL
OUT 010	ELEMENTARY SCHOOL PROGRAM
OUT 028	CHURCH CHOIR MEMBER
OUT 050	HOMEWORK CLUB STORY HOUR
REL 090	INTERFAITH COUNCIL (leaders only)
RUS 003	RUSSIAN OLYMPIADA TEAM
SCI 048	SCIENCE CLUB
SLL 100	AASA (leaders only)
SLL 101	CoS (leaders only)
SLL 102	Fromage (leaders only)
SLL 103	HBH (leaders only)
SLL 105	SaLSA (leaders only)
SLL 106	WERC (leaders only)
SLL 107	BROTHERS (leaders only)
SLL 172	ISA (leaders only)
STT XXX	TEACHERS OF STUDENT-LED MINORS
STU 602	THE NELLIES

The following extracurricular activities are also available but do not meet the cocurricular requirement:

EXTRACURRICULAR OPTIONS

CHI 016	CHINESE REVIEW
CMP 001	INTERACTIVE WEB DESIGN
COU 001	COLLEGE COUNSELING (required of all juniors)
ENG 011	CREATIVE WRITING MINOR
ENG 016	WORLD CINEMA
HEB 001	HEBREW FOR BEGINNERS
LSP 001	VERBAL SAT PREP
LSP 004	STUDY HALL
LSP 011	SUCCESSFUL STUDYING
MAT 019	GEOMETRY & ALGEBRA REVIEW
MIS 017	CATHOLIC CONFIRMATION
MIS 129	TOUR GUIDE
MIS 200	CIVIL RIGHTS MOVEMENT
MUS 003	INTRO MUSIC THEORY*
MUS 034	AFRICAN/LATIN AM. DRUMMING*
OUT 019	UNITED WAY COMMITTEE
OUT 024	KNITTING FOR SHELTERS
OUT 042	KOZOL'S KIDS PROJECT
OUT 052	OPERATION HAPPY BIRTHDAY
OUT 055	HABITAT FOR HUMANITY
OUT 070	Kids to Kids
SLC 100	AASA (general membership)
SLC 101	CoS (general membership)

SLC 102	FROMAGE (general membership)
SLC 103	HBH (general membership)
SLC 105	SaLSA (general membership)
SLC 106	WERC (general membership)
SLC 107	BROTHERS (general membership)
SPA 009	SPANISH WORKSHOP

* Arts graduation requirements may be met by taking one or more of these courses depending on a student's year of entry (see page 9).

COCURRICULAR AND EXTRACURRICULAR ACTIVITY DESCRIPTIONS

Some of the activities listed on the preceding pages are described below:

Academic

MAT 019 Algebra and Geometry Review

Review of topics in Algebra I, Algebra II, and Geometry.

SPA 009 Spanish Workshop

In this review course, students will review all material learned in previous levels of Spanish in order to prepare for the next level. This course is open to any student who wishes to review Spanish I, II, and III before going on. Students may not take this course at the same time as they are enrolled in Spanish II, III or IV. It is not an extra-help workshop.

CHI 016 Chinese Review

In this review/bridge course, students review all material learned in Chinese to prepare for the next level. It is open to any student who wishes to review before going on. Students may not take this course at the same time they are enrolled in a major Chinese course. This is not an extra-help workshop.

LEARNING SKILLS PROGRAM

The NMH Learning Skills Program represents an important aspect of the educational mission of the school, offering both individual support and formal courses to help students achieve academic success. The program is open to all students at NMH.

Learning skills classes are considered minor courses. Areas covered include general study skills as well as focused work in reading, writing, time management, and organization. SAT prep is also offered. Students in need of more intensive help with general or specific learning skills should consult with the learning skills program director.

There are other avenues for students to receive academic help at NMH. Students who experience difficulty in a course should begin by seeking extra help from the teacher. If more extensive help is needed, a private tutor can be arranged with the assistance of the student's DL (\$40 an hour for an adult tutor and \$8 for a peer tutor).

LSP 001 Verbal SAT Prep

Verbal SAT Prep focuses on test-taking strategies and practice for each part of the SAT with particular attention to vocabulary development. Students should be prepared to spend time outside of class practicing strategies, working exercises, and building vocabulary. This course runs for the entire term and includes test-taking strategies that pertain to a variety of standardized tests. Not for students who have had a commercial SAT course.

LSP 011 Successful Studying II (Availability depends on enrollment.)

A learning skills class to help students develop useful and effective study strategies. Focus includes but is not limited to organization/time management, note taking, reading comprehension, writing, and research skills. For sophomores, juniors, seniors, and postgraduates.

COU 001 Junior-Year College Counseling Workshop

The Junior-Year College Counseling Workshop is required for all juniors. It is designed to teach students about the college-search process. The goal is to empower each student to maximize his or her potential during this time. Students do exercises that help clarify their values, strengths, abilities, and interests. They learn to use tools available to help them identify schools appropriate to those interests. They also learn about the different aspects of the college search and how best to approach each of these aspects. Each junior is assigned automatically to a college counseling workshop during their junior year, if possible with his or her own college counselor.

VISUAL ARTS**ART 003 Beginning with Clay**

Studio fee: \$20.

This course introduces the medium of clay. Basic skills are learned and glazes and firing techniques explored. This course meets two 90-minute periods per week.

ART 008 Exploring Watercolor

Studio fee: \$20.

This introductory course explores the medium of watercolor painting through instruction of techniques and project assignment.

ART 014 Landscape Drawing

Studio fee: \$20.

This entry-level course explores the landscape as metaphor, image, and form through the medium of drawing.

ART 022 Drawing

Studio fee: \$20.

This is an introduction to basic drawing technique. Line drawing and modeling will be taught using charcoal, graphite, and conté crayon.

ART 033 Printmaking

Studio fee: \$25.

This course provides instruction in basic block printing. Starting with an original idea, students develop a print using the techniques of cutting, ink application, registration, and final printing using the press. Fundamentals of drawing and composition are stressed.

ART 035 Pastel Drawing/Painting

Studio fee: \$20.

Pastel is a medium that allows for the spontaneous, quick application of color. Many approaches using dry and oil pastels will be covered, as color relationships and pictorial design are studied through explorations that may include the figure/portrait, still life, and landscape.

PERFORMING GROUPS**DAN 002 Dance Company of NMH and DAN 005 Junior Dance Company**

Auditioned groups offering advanced instruction in modern dance and jazz techniques and emphasizing the development of the creative process through student choreography. The groups share one major performance at the end of the term.

DAN 004 Jazz Dance Workshop, DAN 010 Intermediate Ballet Workshop, DAN 019 Beginning Ballet Workshop, and DAN 022 Jazz/Tap Workshop

These workshops provide instruction in dance techniques. The groups participate in the dance performance with the auditioned performing groups at the end of the term.

MUS 811 Chamber Orchestra

An auditioned group that performs in the Family Days Concert, Christmas Vespers, Sacred Concert, and occasional off-campus concerts. Yearlong participation earns an academic half credit.

MUS 814 NMH World Music Combo

An auditioned group for advanced students, playing a wide variety of musical styles, including jazz, fusion, African, Latin, Indian, Chinese, rhythm and blues, and rock and roll. Yearlong participation earns an academic half credit.

MUS 813 NMH Singers

An auditioned group that, in addition to working on repertoire, learns vocal techniques, sight singing, and good choral skills. It performs at various school concerts and off-campus presentations. Yearlong participation earns an academic half credit.

MUS 812 Select Women's Ensemble

An auditioned group that, in addition to working on repertoire, learns vocal techniques, sight reading, and good choral skills. The ensemble performs at various school concerts and off-campus presentations. Yearlong participation earns an academic half credit.

MUS 008 Symphony Orchestra

The orchestra is composed of string, woodwind, brass, and percussion players. It performs at most major musical programs, sometimes in conjunction with the choirs. Its repertoire is chosen from standard orchestral literature.

MUS 007 Concert Choir

A mixed choir open to all students; no experience necessary. Sings a wide variety of folk and classical music from all over the world. Includes instruction in vocal techniques and note reading.

MUS 006 and MUS 012 Concert Band/Jazz Ensemble

The Concert Band, open to all intermediate level wind, brass, and percussion musicians, performs standard concert band and Big Band-era repertoire for Family Days, the annual Pops Concert, Founder's Day, and Baccalaureate. The Jazz Ensemble members are drawn from and rehearse with the Concert Band. Jazz Ensemble membership is open to upper intermediate-level players. This group specializes in jazz, swing, and contemporary styles, and performs separately several times during the year.

MUS XXX Private Music Lessons

Lessons are offered in piano, pipe organ, voice, guitar, composition, and most brass, percussion, strings, and woodwinds. One 45-minute lesson per week, with four 45-minute practice sessions expected. The lesson is scheduled during a free time slot. There is a fee of \$32 per lesson.

MUS 051 Bass
 MUS 052 Cello
 MUS 053 Clarinet
 MUS 054 Drum
 MUS 055 Flute
 MUS 056 French Horn
 MUS 057 Guitar
 MUS 058 Jazz Piano
 MUS 059 Organ
 MUS 060 Piano
 MUS 061 Saxophone
 MUS 062 Trombone
 MUS 063 Trumpet
 MUS 064 Violin
 MUS 065 Voice
 MUS 066 Bassoon
 MUS 067 Oboe
 MUS 068 Viola

NMH PUBLICATIONS**MIS 133 The Bridge**

News, editorial and opinion pieces, arts, features, and sports comprise the NMH school newspaper. Competent writers, photographers, and layout people needed. Skilled younger students, long-term commitment, and experience are highly valued. An interview is required.

MIS 014 Gemini

The school yearbook is prepared during a minor course in writing, photographing, illustrating, editing, and production. Students will become proficient in desktop publishing.

MIS 005 Mandala

Students in this minor course produce *Mandala*, the school's art and literary magazine. The editorial staff of *Mandala* solicits submissions and evaluates them for possible publication.

OUTREACH ACTIVITIES

The outreach program provides more than 30 options for volunteer work, both on a weekly basis for cocurricular course credit or as a one-day weekend activity.

Students sign up for outreach as a minor course by application to the outreach director for placement. Some activities such as community meals or animal shelter require riding the volunteer vans to an off-campus site.

Weekend events, one-day events, and work days such as Habitat for Humanity, Connecticut River Cleanup, Empty Bowls Project, or the Homeless Candlelight Vigil are published in the school calendar, and students may sign up at any time before the event.

The NMH Outreach Student Board of Directors is a leadership group for which students may apply after two outstanding terms of volunteer work. Outreach directors meet regularly and continue to participate in outreach in a leadership role. NMH students may also apply to design their own outreach project or volunteer experience.

OUT 003 Animal Shelter

Volunteer your skills at a local animal shelter. Responsibilities include cleaning cages, playing with the animals, and walking dogs.

OUT 002 Big Brothers Big Sisters

Become a "Big Brother" or "Big Sister" to a local youth. After you complete the application and screening process, this national program will pair you with a child in need of mentoring. As you develop a one-to-one relationship, you'll do fun activities, hang out, and be a supportive surrogate sibling.

OUT 014 Campus Nursery School

Gain experience in child care and development by working with preschoolers at the NMH nursery school on the Northfield campus. Times vary by arrangement.

OUT 007 Children's Fun Groups

Teach children your special skills in soccer, swimming, ceramics, and arts and crafts.

OUT 050 Children's Story Hour

Read aloud to groups of children in the library.

OUT 028 Church Choir

Sing with an established church choir on Sunday mornings at the Unitarian Church.

OUT 008 Community Meals

Help prepare and serve meals at a local free-meal site.

OUT 040 Court House Volunteers

As an assistant in the probation office, perform light work and help keep the office in running order.

OUT 010 Elementary School Tutoring

Tutor elementary-age children one-on-one or in small groups.

OUT 060 Franklin Medical Center

Provide assistance to patients at this local hospital in Greenfield, Massachusetts.

OUT 053 Great Falls Discovery Center

Volunteer at this natural history center in Turners Falls, Massachusetts, that includes open habitat exhibits, fish tanks, and butterfly gardens. Greet visitors, help at the front desk, and assist with scavenger hunts for children.

OUT 026 Greenfield Family Inn

Bring comfort and child care to families who have come to this year-round shelter because they are temporarily homeless.

OUT 024 Knitting for Service

Knit scarves and gloves for area shelters.

OUT 042 Kozol Kid's Committee

The Kozol's Kids project, started several years ago by NMH students, has donated hundreds of dollars' worth of school supplies to needy schools. Help plan Kozol's Coffeehouse, an annual fundraiser, and work throughout the term to secure reading materials for schools lacking the resources.

OUT 015 Nursing Home

Visit with elderly patients at local nursing homes.

OUT 052 Operation Happy Birthday

Founded by Will Perez '04, Operation Happy Birthday provides birthday parties and gifts to kids in need. Become a part of this program—now at work in several states—and bring gifts, smiles, and birthday cheer to children in local homeless shelters.

OUT 064 Therapeutic Riding Center

Care for the horses and lead and side-walk with riders at the Opening Gaits Therapeutic Center in Gill, Massachusetts, which gives lessons to individuals with physical, emotional, and neurological disabilities.

OUT 019 United Way Committee

Coordinate United Way campaigns and plan on-campus events such as the school talent contest, NMH Idol.

Outreach Project Days

Clothing Drives Collect clothing for local survival center and homeless shelters.

Habitat for Humanity Join a work crew on a Sunday afternoon as they build a Habitat house.

Red Cross Blood Drive Help organize the annual campus blood drive.

Relay for Life Take an active role in the American Cancer Society's campaign and participate in the overnight walk.

Walk for Hunger Committee Help plan the annual Hunger Banquet for May 2009, then participate in the 41st annual Walk for Hunger (a 20-mile pledge walk) in Boston the following day.

OTHER ACTIVITIES

MIS 092 The Debate Society

The NMH Debate Society trains debaters to participate in interscholastic debates at sister schools. Society members compete in Oregon, Lincoln-Douglas, and Parliamentary-style debates against schools in the Debate Association of New England Independent Schools two or three times a term. They also enter the league's public-speaking competitions. Debaters meet once a week, minimally, to practice and prepare for competition. They make occasional trips to observe debates at Pioneer Valley colleges (Amherst, Mount Holyoke, and Smith, for example).

Debaters learn to research current events, to think on their feet, to argue logically, and to speak confidently and persuasively. Though the tournaments in DANEIS are vigorous affairs, they are also friendly, conducted as much to educate debaters and improve their skills as to provide them with competition.

No debate or public-speaking experience necessary. Ninth graders and sophomores are particularly encouraged to apply. Membership limited to 25.

STU 010 Model UN

The NMH Model United Nations offers participants a taste of diplomacy. The Model UN is a well-known activity that draws participants from high schools and colleges from the US, as well as from all over the world. At NMH the Model United Nations will discuss present-day global issues while focusing on the development of negotiation skills. Students will learn to execute United Nations procedures and will participate in interscholastic Model UN simulations. Admission to the class is by application

MIS 017 Catholic Confirmation Class

This two-semester class is primarily for Catholic students who would like to be confirmed into the Catholic Church while attending NMH. It is, however, open to any student who is seriously interested in learning what the Catholic Church teaches. The text is the universal *Catechism* and covers the creed, sacraments, the moral law in successive terms, and the life of prayer in each semester. The class format is mainly instruction and discussion, with occasional written pieces in class. Ninth graders interested in taking this course should first consult the instructor. It is not necessary for a student to take both semesters in the same year, but two semesters and a diocesan-approved retreat are necessary for confirmation.

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